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ABSTRACT

This manual is designed to assist school personnel in their efforts to increase the number of women and nontraditional students who are recruited into and retained in nontraditional occupational preparation programs. Discussed first are the nature and scope of the problem of retaining disadvantaged students in nontraditional vocational programs, the barriers faced by nontraditional students, and general procedures for planning nontraditional vocational program recruitment and retention strategies. The remaining four chapters of the guide are devoted to recruitment, counseling, training and pretraining, and placement strategies that are targeted at increasing retention of disadvantaged students in nontraditional vocational programs in Florida. Each of these chapters consists of a series of strategy sheets that contain a strategy objective, a discussion of the strategy, procedures for its implementation, personnel and budget requirements for effective use, and instructions for evaluating the strategy. (MN)

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M A N U A L

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IDENTIFICATION OF STRATEGIES TO INCREASE RETENTION OF DISADVANTAGED STUDENTS IN NONTRADITIONAL PROGRAMS IN FLORIDA

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College of Education
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Hollie B. Thomas
Project Director

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Introduction

This manual was developed to provide assistance to school personnel in their efforts to increase the number of women and nontraditional students who are recruited into and retained in nontraditional occupational preparation programs. The format of the manual was designed to provide an overview of the problem, some insights into the barriers that nontraditional students may experience, a discussion of what the situation should be and a description of procedures that can be used to plan the strategies for getting to the ideal status. The final section is a description of strategies that were determined by researchers to be effective in recruiting and retaining nontraditional and disadvantaged students in Florida vocational programs. A detailed description of how to use the strategies is also provided.

Background

A major social development of the last twenty years has been the growing recognition of the various needs and rights of the disadvantaged, minorities, and women. These developments, which have continued into the eighties, have assisted in changing the attitudes of a substantial percentage of the population. However, personnel offering awareness workshops for vocational educators continue to be confronted with attitudes that reflect racism, sexism, and classism. Thus, the job of changing attitudes has not been totally accomplished.

To dwell on what hasn't changed, however, may diminish in importance the changes which have occurred. If the long view is taken, it can be seen that more women and disadvantaged persons have entered training for occupations that are nontraditional for their sex and group. Gradually, women and minorities have entered the male-dominated professions at a somewhat higher pay rate. Thus, some movement toward equalization of pay for equal work has been made.

Likewise, in vocational education, considerable progress has been made in changing the attitudes of teachers, counselors, and administrators about the appropriateness of women and members of disadvantaged groups entering training programs that are nontraditional for their sex or group. Thus, it is very rare that one will currently hear the excuses that "there are no dressing rooms for women," or that the disadvantaged person is "not able to learn the skills required" as reasons for excluding persons from vocational training. The entry of women and disadvantaged persons into vocational education programs that lead to nontraditional occupations increasingly has been accepted.

Despite the apparent progress, if one looks carefully at the current statistics, it can be observed that the gap between what men and women earn has widened since the efforts toward equality began. For example, the average man earns $16,744, while his female counterpart earns $7,852 (U.S. Department of Labor, 1980). This increase is concurrent with an increasing number of women who find themselves in the position of supporting themselves and their dependents. The "pink collar" jobs held by most women and the unskilled jobs held by the disadvantaged rarely provide enough income to adequately support more than one person. In addition, according to the U.S. Department of Labor (1980), the unemployment among minorities remains the highest of any group.

Thus, it appears that, while the attitudes of vocational educators about the advisability of women and disadvantaged persons entering nontraditional occupational preparation programs have changed considerably, the composition of the work force remains relatively unchanged. Although it would take a considerable amount of time for a flow of women and disadvantaged entering the work force to make a difference in the total composition of the work force, it appears that rather than a "flow", there is only a "trickle." It likewise appears that, although a sizeable number of nontraditional students are recruited into vocational programs, only a few remain in the program long enough to complete it. Current research (Thomas, *et al.*, 1979) has indicated that women who attempt entry into vocational programs still face considerable personal and societal barriers. The next section provides information as to the nature of these barriers that provide resistance to entry into and participation in nontraditional occupational preparation programs.

Removal of Resistance

The time when school policy could legally limit the admission of nontraditional students to a vocational program is gone. These barriers, often referred to as institutional barriers, have been stripped from the school catalogs and other documents promulgated to attract students. Personnel in most schools have neutered the gender in the descriptions of curricula as well as given such documents a multiracial emphasis. Publishers of guidance materials and textbooks have made great strides in eliminating bias in their publications. Why, then, is there concern with recruiting and retaining women and disadvantaged in vocational education?

It appears that removal of institutional barriers is not enough to facilitate changes in the perceptions of members of these groups as to the appropriateness of their participation in a nontraditional occupation. While the passage of federal acts emphasized equality of educational opportunity as a fundamental right, these legal acts have failed to remove the social barriers to entering these occupa-

tions. Individuals still respond to their perceptions of what others consider to be appropriate behavior for them. These perceptions may or may not reflect the actual perceptions that are held by those to whom the perceptions are attributed. However, for many women, appropriate behavior often becomes synonomous with "traditional behavior."

It has been found that even though school faculty may be receptive to students pursuing nontraditional occupational preparation, this is often not enough to attract large numbers of these students into nontraditional programs. In addition, it appears that women and disadvantaged persons are confident that they do have the ability to learn and perform successfully in nontraditional occupations. Thus, if strategies are to be implemented which attempt to increase the number of persons who enroll and complete programs which prepare them for nontraditional occupations, then it is a good idea to take a look at what does deter these individuals from the pursuit of higher-paying, nontraditional jobs.

Studies of the factors that deter women from entering nontraditional occupations (e.g., Thomas, *et al.*, 1979) have discovered the following barriers to persons attempting to enter nontraditional occupations: 1) conceptions of the work environment in nontraditional occupations, 2) family influences, 3) conflict of family responsibilities, 4) attitudes of persons delivering instruction and hiring for nontraditional occupations, 5) availability of information about nontraditional occupations, and 6) unavailability of funds for career training. A brief description of each of these barriers is presented below.

Conception of the work environment. There are taken-for-granted assumptions that women in nontraditional occupations must work harder to get the same rewards as men, won't be paid as much as a man doing the same job, are treated as women rather than co-workers, and won't be promoted to a management or supervisory position. Although this "common knowledge" may frequently be in error, it nevertheless affects the perceptions and decisions of those who would consider entering these occupations.

In addition, the hazing of nontraditional workers is often more severe than for those who are from the group that dominates the work force. Nontraditional workers also frequently perceive that the normal hazing is because they are female or from a disadvantaged group, and will thus quit the job before they are accepted by their co-workers. An additional factor that may make the hazing seem more severe is that, contrary to the usual case where at least one worker will take a new employee "under his wing" to help him through the "initiation," most traditional employees are reluctant to befriend a person of the opposite sex or one from a different race for fear of being rejected themselves.

It is clear that members of nontraditional groups must develop social support systems if they are to survive training for, and entry into, jobs where they perceive (whether accurately or not) that incumbents feel they are superior, think that the nontraditional workers won't do a good job, and talk down to them.

Family influence. Family members can create barriers that will prevent an individual from: a) considering entrance into a nontraditional occupation, b) completing the training once he/she has begun, or c) entering the occupation after training has been completed. Family members may convey, or be perceived as feeling, that a nontraditional job is not the appropriate place in society for a woman or member of their societal group. Women in particular are faced with the conflicts between the perceptions of their family regarding appropriate roles for women and their own desire for a career.

Conflict of family responsibility. Women have experienced difficulty in avoiding conflicts between their family responsibilities and their careers. Nontraditional occupations usually require that the worker keep up to date. Thus, stepping out of the job for extended periods to take care of "family responsibilities" can be very detrimental to progressing in a nontraditional career. In contrast, the penalty for stepping out of many jobs traditionally held by women is not nearly so great. That is, the training for reentry is not extensive. Thus, many women find it easier to take these lower-paying jobs rather than a career that requires continuous employment. This may be a reasonable solution if the woman's salary is always a supplementary one. The problem is that the society has changed, such that women are not afforded the luxury of being able to work for a supplementary salary. In addition, women are working longer and deserve to make a living wage from their work.

Attitudes of training and entry personnel. The underlying attitudes which resulted in the development of policies that effectively segregated training programs and employment opportunities along the lines of sex or race have not suddenly gone away as the result of federal legislation. A majority of school personnel are aware of the recent legislation. However, this does not mean that they agree with the concept of equality--or--if they do, in principle, it does not necessarily follow that they will have internalized this belief into everyday actions. Gestures, facial expressions and other "body language" can be interpreted as signs of disapproval by the person who is attempting to enter a nontraditional training program or job.

Thus, it is understandable that prospective students who attempt to enter a nontraditional training program or job may feel that the vocational educators or employment personnal a) aren't interested in them, b) feel they won't be able to do the job, c) think that they

won't enter the job even if they do learn the skills, or d) believe that they won't fit in with other workers if they do enter the job. The difficulty that prospective nontraditional trainees have in obtaining information about training programs offered for their selected careers from educators and counselors may reinforce the feeling that the persons responsible for training programs just are not interested in nontraditional students. In addition, the prospective nontraditional student is likely to feel that it will be difficult to get information about openings in the nontraditional occupation they have selected once they have completed the training program.

There is a high probability that many women and disadvantaged students will experience actual or perceived barriers as the result of seeking information about nontraditional training programs or job openings. Thus, rather than adopting an attitude of passive acceptance toward potential students, vocational educators should actively solicit nontraditional students and promote them to potential employers. Strategies presented later in this publication will suggest ways in which this can be accomplished.

Availability of information. Information about occupations of all types may seem difficult or impossible to get for any student. Adult students, in particular, may not know where to start looking for information about nontraditional careers. Most current high school students, however, are likely to know that there is an occupational information file in the guidance office--but may well be reluctant to ask for help to find specific materials.

If prospective nontraditional students do find information about a selected career, they may have difficulty relating to those materials which display traditional workers in all illustrations. Occupational information recently published by commercial publishing houses, however, are likely to have illustrations representative of both sexes as well as minority groups. In addition, role models for many occupations may not be readily visible for most women and disadvantaged students, thus limiting a valuable source of occupational information.

If there is to be real freedom to choose a career, then information about all careers must be accessible to each student. The possible temptation on the part of vocational educators to place more emphasis on occupational information that is traditional for the student's sex or disadvantaged group is everpresent. Overcoming this temptation requires a conscious effort to reduce stereotypical bias and to make information for both nontraditional and traditional occupations available. If this is done systematically, it will become just as natural to present information to students that is nontraditional for their sex or disadvantaged group as it is to present the traditional material. Systematic efforts to overcome these barriers

by persons dispersing the information eventually will reduce the nonverbal and attitudinal factors that inhibit students from obtaining information about other career options.

Where Should We Go?

The effort to make nontraditional occupations available to the disadvantaged and women should ultimately result in making the choice of these occupations as natural as the selection of occupations traditionally considered acceptable for members of these groups. This does not mean that there should be quotas established for any particular occupational preparation program, nor does it mean that there should be a limit to the number of nontraditional students admitted. Rather, it means that a concerted effort should be made to remove the personal-social barriers to those seeking entrance into occupational preparation programs.

It may be seen from the nature of these personal and social barriers that some are directly related to the school--while others are related to family and friends. This observation provides an indication of the types of activities that can be employed to encourage those who would like to try a nontraditional occupation to feel free to do so, as well as the types of individuals that should be involved in conducting these activities. In the ideal situation, those persons who are perceived as providing barriers to students entering nontraditional occupations are the very ones who should be involved in the elimination of these perceptions.

When the personal-social barriers are removed and individuals feel free to enter any occupational preparation program they choose, with an equal chance of being hired when they complete their training program, then such activities as described in this publication will not be necessary. Judging from the past rate of change in society, however, it is unlikely that complete equality will be achieved in the near future.

How Do We Get There?

School districts vary in the degree to which they are making nontraditional programs available to the disadvantaged and women. Those schools which are more successful have developed various strategies to recruit and retain students from these groups. However, the activities that are included in this effort are often only loosely coordinated. In addition, these activities are conducted with very little variation from year to year. Thus, the person responsible for organizing recruitment and retention activities may simply recall what was done during the previous year, making few changes, and arriving at various degrees of success. As a result, the person responsible for conducting these activities may know little about the amount

of effort that went into developing the original plan.

The reader may recognize the fact that most organizations operate in a manner similar to that just described. The planning process is often very limited and/or includes a singular activity rather than an overall, orchestrated plan to accomplish a particular goal. In addition, the activities are most often monitored at one point, *i.e.*, the end of the year. During this time, the question may be asked, "Did the activity get done?" Obviously, this is much too late to do anything about mid-course corrections to make sure that the activity is done well. Such loosely planned and monitored activities often do achieve the desired goals; however, the use of well-coordinated planning strategies and the implementation of a systematic monitoring process will increase the probability that all activities designed to meet a particular goal are effectively and efficiently conducted. A brief description of a planning process and relevant monitoring procedures are included here as a general guide. References are also provided for those who would like to acquire a more in-depth understanding.

Planning for Nontraditional Occupational Recruitment and Retention Strategies

The term "planning," as used here, refers to the systematic determination of goals and objectives and the development of strategies to accomplish these selected goals and objectives. The focus of this publication, retention of women and disadvantaged persons in nontraditional occupations, obviously represents only a small portion of the possible goals and objectives of school systems. The assumption being made here is that the attraction and retention of women and disadvantaged students in vocational education programs is included, or at least allowable, under the broad goals of the school district. (This would seem to be a reasonable assumption, given recent legislation.) Thus, the discussion of planning will be framed by the terms and activities required to achieve the singular goal which is the target of this publication. The steps required for planning are nearly the same, regardless of the scope of desired activities. It is obvious that planning for an entire school district would be more complex than planning for a small fraction of the total activities within the district. In addition, when planning for the total district, the plans are likely to be more global than when planning for any of the subparts. Thus, the existence of a district plan does not preclude the need for planning for a specific subpart.

The steps usually considered necessary in the planning process are: a) determining the current status; b) determining the ideal or desired status; c) identifying the discrepancies between the current status and the ideal status; d) establishment of goals and objectives that, when achieved, will eliminate the discrepancies; e) selection

of strategies to achieve the objectives; f) evaluation of the strategies; and g) recycling successful strategies. If these steps are conducted appropriately, an effective plan of action can be developed and monitored by establishing closer lines of communication among relevant actors. Relevant actors, in this case, are those who will be conducting the strategies, including administrators and those who are perceived as erecting barriers to those seeking entry into nontraditional training programs and jobs. An attempt has been made to incorporate a discussion of the relevant actors in the discussion of each of the planning steps.

Determining the current status. The current status of efforts to retain nontraditional students in vocational education will be needed for two reasons: 1) as a way of justifying needed expenditures and resources (e.g., staff time and postage) on activities that could potentially increase the retention of students; and 2) as a benchmark against which to compare proposed ideas or desired goals.

Since there are an unlimited number of factors about which one could collect current status information, a decision must be made as to what information is most relevant. In making this decision, it is wise to first ask who are the significant actors. In the case of retaining women and disadvantaged students in nontraditional occupations, the actors of interest are: a) the nontraditional students, b) the instructors and administrators of nontraditional classes, c) potential employers of nontraditional students, and d) family and friends of the potential nontraditional students. It may be seen from this list that current status information is not limited to information that can be obtained within the school. Rather, one-half or more of the relevant actors from whom information may be required are outside the school environment. But how does one determine who the relevant actors are? Initially, one can determine this by observing who those persons are that provide assistance or deterrence to those seeking to remain in nontraditional programs.

Environmental factors also provide useful sources of current status information. It was noted earlier that perceptions of the working environment and training represented potential deterrents to those seeking entrance into nontraditional occupations. Thus, questions should be raised concerning physical factors, as well as the attitudes, of relevant actors.

Some of the current status questions that should be asked are very apparent. For example, one immediately wonders about the numbers of nontraditional students who enroll in classes, as well as the number of employers in the community who have hired nontraditional employees. Related questions include:

- How many employers would be willing to hire nontraditional employees but have not had the opportunity?
- How many nontraditional students completed the training in each nontraditional training program?
- How many of the entering women and disadvantaged students would have preferred enrolling in a nontraditional training program but did not?
- How many adults in the community would like to enroll in a nontraditional training program--but have been deterred by various barriers?
- How many women and disadvantaged students who finished a nontraditional training program obtained a job in the occupation for which training was received?

It may be observed that much of the data needed to answer these questions are available or easily obtained, while answers to other questions could be obtained only with considerable effort. The persons planning for activities that will encourage women and disadvantaged students to enroll and remain in nontraditional training programs should weigh the value of current status information against the difficulty of obtaining it. If information has marginal utility and requires extensive effort to obtain, then it is likely that the planners will decide to omit the data from the current status description. Whereas, information of marginal utility that is easily obtained may be collected and used to establish justification for the expenditure of resources but may not be of value for final planning. An example here is the hypothetical finding that women and disadvantaged students perform better than those who are traditionally enrolled in courses.

A strong case can be made for expending greater resources on the recruitment and retention of women and disadvantaged students in vocational training programs that provide training for high-paying jobs by contrasting the income data obtained from follow-up studies of students not in these programs with those received by graduates of occupational training programs that are dominated by men and the advantaged. Additional clout can be added by obtaining data on the number of women and disadvantaged graduates from traditional programs who provide the only income for themselves and their families, and who are often single parents with one or more children.

The amount of status information collected will depend on the resources available and the extent to which justification for expenditures will be required. At a minimum, the following status data should be provided:

- Number of women and disadvantaged enrolled in nontraditional programs
- Number of employment opportunities for graduates of identified programs
- Barriers perceived by women and disadvantaged students who are potential enrollees in nontraditional training programs
- Number of women and disadvantaged students enrolled in traditional programs who would prefer to be enrolled in a nontraditional program
- Average salaries of women and disadvantaged who complete traditional programs
- Average salary of graduates of the targeted nontraditional vocational education program
- Attitudes of instructors in the targeted training programs toward women and disadvantaged students
- Number of women and disadvantaged students who completed a nontraditional program who are employed in the field for which trained
- Number of women and disadvantaged students who enrolled in nontraditional training programs but dropped out before obtaining entry-level proficiency

If additional resources and time are available, it would seem desirable to know about:

- The attitudes of employers toward nontraditional employees
- Success of graduates who have completed programs that are nontraditional for their sex or disadvantaged groups
- The potential enrollment in nontraditional programs of women and disadvantaged persons who are not currently enrolled in school
- Attitudes of family members of women and disadvantaged students who are current or potential enrollees in nontraditional training programs

As previously noted, most of the essential status information can be gleaned from existing data sources, such as school records and follow-up surveys. This data set, supplemented by any additional information deemed necessary or desirable by planners, can be used to simulate comparisons between current situations and an ideal status situation. These comparisons can, in turn, be used to identify potential strategies that can be implemented to close the gap between the current and ideal status.

Determining the desired status. The desired or ideal status of an educational process can be described either by those who administer vocational training, or else by those who are recipients and consumers of such training. In the present case of recruitment and retention activities and goals for students nontraditional to vocational program areas, it is unclear who should establish the ideal. In some communities, if the decision were put to a vote, it is likely that the agreed-upon ideal would be to keep women in "women's jobs" and the disadvantaged in traditionally low-paying occupations. In the case of any fundamental social change, it is common for persons not directly benefiting from these changes to resist them and attempt to keep things the way they "always" have been.

In this case, it appears that those school personnel who perceive that everyone should have an equal opportunity to pursue any career would be the logical cadre of individuals to establish the ideal. It is this group that has accepted on a personal level the social change that has been enacted into many recent laws.

Having stated that something is ideal does not always mean that it is feasible to attain. For example, it may be ideal to have enrollment divided equally between women and men in every vocational class--but getting large numbers of women to enroll in auto mechanics and men to enroll in courses preparing them to be secretaries, for example, is not likely to occur until considerable internalization of these values, on the part of both students and faculty, have occurred. It is feasible, however, to state the alternatives and implement the practices that will facilitate movement in the direction of the desired change and thereby allow individuals in society to make decisions which they previously had little or no opportunity to make. Thus, in the long term, it is the opportunities and taken-for-granted assumptions held by people in their everyday lives that influence their decisions to accept or reject social change.

The procedure for determining an ideal is to take the current status information and establish what criteria should be met when the situation is reevaluated at some point in the future. For example, suppose a survey of instructors who teach vocational courses that are nontraditional for women and disadvantaged reveals attitudes that range from very negative to somewhat passive. The ideal status,

at some future point, would be that all instructors exhibit at least passive attitudes, with most being very positive toward having women and disadvantaged students in their classes. The same reasoning should be applied to each item included in the current status information file.

Having established the current status and ideal status, the planner is able to determine the extent to which there are discrepancies.

Identifying discrepancies. The difference between the ideal status and current status is a discrepancy, or in needs assessment terminology, a need or gap. The reader may have noted that the description of current status and ideal status are equivalent to the steps in needs assessment of determining "what is" and "what ought to be," respectively. The process of needs assessment, then, can be illustrated as:

Current Status (What Is)	-	Ideal Status (What Ought To Be)	=	Discrepancy (Need)

Whatever terminology is used, the discrepancies that emerge are those things that planners will want to consider when determining the goals and objectives to be established for a particular time period in order to alleviate the discrepancy between the current situation and what is desired.

A logical way to approach the task of determining which "needs" to begin work on is to list all of the needs and have the cadre of planners place them in order of priority from the greatest to the least. An average of the ranks can be calculated to determine the collective order of priority by the total planning group. This is not to say that strategies could not be employed to address all identified needs, but rather if all needs cannot be addressed simultaneously, then the strategies that address the "needs" with high priority should be selected first.

Establishing goals and objectives. Goals and objectives can and should be developed for activities on all levels within a school district, whether it is planning the program for an entire school district or those activities of a specific teacher. The activities that will evolve from a group which has as its charge the development of strategies to assist in retaining women and disadvantaged students in nontraditional training programs are no exception. Without goals it is difficult to know where one is headed. Goals are just that, statements about what a person or group of persons want(s) to accomplish. Goals can be long-or short-term and should be specific enough so that one knows when the goals have been reached.

The earlier discussion regarding current and ideal status provides a theoretical foundation for the identification of long-range goal statements. Suppose that we found that 90 percent of the women and disadvantaged students who enroll in nontraditional vocational programs in School "X" drop out before learning marketable skills because of the attitudes they perceive the instructional staff to have. The long-range goal to resolve this problem might read:

> To reduce the percentage of women and disadvantaged students who drop out of nontraditional programs due to the attitudes exhibited by instructional staff from 90% to 2%.

The planners must now ask themselves how long in the best and worst of all situations it might take to accomplish this goal. A realistic guess might be five years. This time estimate should be added to the long-range goal statement.

Short-range goals are developed such that when they are accomplished over the time period specified by the long-range goal, the long-range goal will also be completed. Thus, for the first year, the short-range goal for the above example could be:

> To reduce the percentage of women and disadvantaged students who drop out of nontraditional programs as the result of instructor attitudes toward nontraditional students from 90% to 50%.

The rationale for such a large reduction in the first year is that many instructors are often unaware of the attitudes they appear to be exhibiting and that students may have perceptions about the instructors that are not accurate. These types of problems are easily corrected, whereas an instructor's deep-seated beliefs about the inability of women and disadvantaged students to succeed in a nontraditional training program and career may take several years to change. Planners should take these considerations into account in order to come up with realistic short-term goals. Short-term goals should therefore be written according to the model provided above in order to provide a concrete basis for developing objectives that can be evaluated and fulfill the needs of a given situation. Objectives, like goals, must indicate the final results that are to be desired and a concise measure of how one can evaluate the objective that has been implemented. The tendency is to merely list the process as the objective. An example of such a process objective is: to conduct a workshop for instructors on the effects of bias toward nontraditional students. It would be easy enough to determine if the workshop were held--but no measurable result was specified. An objective that specifies the results, as well as measurement criteria, might read:

To change the attitude of instructors with negative attitudes toward nontraditional students to a positive attitude as indicated by a self-report scale.

The activities or strategies that are employed to achieve this objective comprises the process that is employed to meet the identified objectives. Figure 1 contains a concise summary of the example which has been presented in the text above.

Figure 1: Example of Goals, Objectives and Strategies

Long-term Goal	Short-term Goal	Objectives	Strategies
To reduce the percentage of women and disadvantaged students who drop out of nontraditional programs because of the attitudes exhibited by instructors from 90% to 2% in five years.	To reduce the percentage of women and disadvantaged students who drop out of nontraditional programs as the result of instructor attitudes toward women and disadvantaged students from 90% to 50%.	1. To change the attitudes of instructors with negative attitudes toward nontraditional students to a positive attitude as indicated by a self-report scale.	a. Hold an awareness workshop for instructors. b. Conduct tours for instructors of industry in which nontraditional workers are employed.
		2. To increase the tolerance of nontraditional students to bias exhibited by instructors, administrators, counselors and others as reported by the students on a rating scale.	a. Conduct workshop for nontraditional students designed to enhance their self concept as a nontraditional employee. b. Provide instruction on coping with bias.

Selection of strategies. In the present context, "strategy" is considered to be an activity that is planned and conducted for the purpose of contributing to the achievement of a stated goal. Up to this point, the discussion has focused on the methods by which planners in a school system can identify the problems (needs) that prevent women and disadvantaged students from getting into and completing nontraditional vocational programs and ways of establishing goals to eliminate these problems. Thus, the strategies are the "things" the school personnel select to do to meet the goals.

How are these strategies selected? In the process of determining goals, the current status and ideal status were identified. Thus, the planners know where they are, as well as where they want to go. In making this determination, information was collected that provided a basis for deciding what kind of changes would be needed. For example, the planners may have identified instructor perceptions which could potentially result in the adoption of one set of attitudes toward nontraditional students and a different set of attitudes toward traditional students. A case in point might be the hypothetical situation in which an instructor doesn't believe that nontraditional students can learn the skills required for the occupation being taught or if they do manage to learn the skills--they won't be able to get a job. Faced with attitudes of this nature, the planners must select strategies that will personally involve these instructors and produce the desired change in attitude.

It can easily be seen that basing strategy selection on information about current or desired status is much more systematic than merely selecting strategies on the basis of what is assumed to be needed. The planners may have found that the instructors are very positive toward nontraditional students, but it was the students' perception that the instructor didn't think they could do the work. This situation would require a very different strategy than the one described above.

Must the strategies that are to be used be developed from scratch? Not at all. The personnel in many schools are already conducting many activities. The needs assessment may show that many of these strategies should be continued, while some may be discontinued. Other strategies that can be used in other problem areas have been described in resource materials or are being conducted by another school. School personnel are nearly always willing to share their ideas and materials, and practice has shown that borrowing ideas is a legitimate way to acquire new strategies. In addition, this publication contains descriptions of strategies that were observed in practice in Florida schools. Ideas were gleaned from those who were conducting the strategies and augmented by descriptions of similar strategies contained in other publications. It is anticipated that these strategies will be useful as solutions or ideas for solutions to many of the problems that are found

in local districts. It is also anticipated that ideas for solutions for many identified problems will be found in other schools and publications, as well as created by those attempting to apply this information to new situations.

Strategies thus selected or developed should be organized into a proposed plan of activities for a specified time period--such as a year. The plan should be accompanied with cost estimates for the conduct of each strategy. Since many strategies can be conducted with little or no cost, it is likely that some activities could begin before approval is obtained on the total plan. The operational plan for implementing those which have been approved should, more specifically, spell out what is to be done, by whom, and when. The next section provides some insight into this process.

Tasking the strategies. The strategies selected easily can be broken down into the several smaller tasks that are required to accomplish them. If the first listing of tasks are not manageable "chunks" of work, then they can be broken down until the subtasks are the appropriate size to assign to one member of the planning team. The first breakdown of subtasks usually produces manageable tasks, and no further breakdowns are needed. Since the strategies for recruiting and retaining women and disadvantaged students are not really very complex, the first-level breakdown is usually adequate.

As an illustration, the breakdown of the strategy delivering an awareness workshop to instructors is provided:

1.0 Identify school personnel to be included as participants in the workshop;

2.0 Select content for the workshop;

3.0 Determine date, time, and place for the workshop;

4.0 Prepare presentations for the workshop;

5.0 Invite outside speakers as appropriate;

6.0 Invite school personnel to be participants;

7.0 Conduct the workshop; and

8.0 Evaluate the workshop.

It is likely that this level of tasking will be adequate for the purpose of assigning tasks, as well as for setting milestones to see how well the plans for the workshop are progressing. If, however, the planners have doubts about some of the personnel knowing what to

to do, each task can easily be broken down into more specific items. An example of a second-level breakdown follows:

2.0 Select content for the workshop

- 2.1 Identify barriers that are perceived by instructors;
- 2.2 Identify barriers that are perceived by students;
- 2.3 Select content to assist in overcoming specified barriers.

All that is required to break down a task is, simply, to ask what is required to accomplish it. Once these tasks are spelled out, it should be very easy to accomplish them.

Assignment of the task or subtask to members of the planning group, or to others, is easily done when the tasks are specifically spelled out. This is usually best accomplished by asking each person which of the tasks he/she is willing to undertake. Volunteering for specific tasks usually increases one's willingness to do an assignment and matches the individual with the task(s) he/she does best. It is important to watch to be sure that no one overloads himself and to be alert to the possibility of having to reassign tasks if those who have agreed to do them find that they are not able. Those tasks which are not accepted by any of the planning team will have to be assigned to someone else. A good technique is to look outside of the planning group to persons who may be willing to participate in the conduct of the activities.

When an imbalance of responsibility for the conduct of tasks is observed, it is wise to alert the person who has agreed to do the activities that he/she may be taking on too much. However, the staff members involved in conducting various strategies should not be concerned if some people are doing most of the task in a particular strategy. Others may be doing most or all of the tasks in another strategy.

Establishing a timetable for each task or subtask to be completed will assist the planning team to monitor the progress of the activities which they have planned. Input from the person responsible for the task regarding the time that it should take to complete that task is essential. If the designated person cannot complete the task on the timetable necessary for the task to get done within designated time period, some reassignment of tasks will be necessary. Also, if the planning team finds that the tasks are not being completed by the proposed timetable, they may find it necessary to provide assistance to the person assigned the task or to reassign the responsibility entirely.

Timetables need not be elaborate. A simple list of the task with anticipated completion dates is adequate. A column can be added to the timetable for dates completed to facilitate monitoring progress. The following is an example of a timetable using the strategy illustrated previously:

	Task	Date To Be Completed	Date Completed	Person Responsible
1.0	Identify school personnel to be included in the workshop.	Sept. 20	Sept. 20	Kay
2.0	Select content for the workshop.	Oct. 15	Oct. 20	Jim
3.0	Determine date, time, and place for the workshop	Oct. 15		Donna
4.0	Prepare presentations for the workshop.	Nov. 30		Donna
5.0	Invite outside speakers as appropriate	Dec. 15		Jim
6.0	Invite school personnel to participate.	Dec. 15		Kay
7.0	Conduct the workshop.	Dec. 20		All
8.0	Evaluate the workshop.	Dec. 20		Chollette

Reporting of progress at regular meetings of the planning team will encourage those responsible for the tasks to complete their assignments on schedule. If they are unable to meet the schedule, however, the regular planning team meetings offer an opportunity for mid-course corrections. It is also a good idea to report the outcome of the completion of the tasks, as well as the fact that it has been completed. For example, the person responsible for the development of the content of a workshop could report what he/she had decided should be the content and the reasons for the selection of each agenda item.

This will keep the total planning team up to date, as well as allow for valuable input.

Summary. This section includes some rather detailed descriptions of how to conduct a needs assessment, establish goals and objectives based on the needs identified, select strategies designed to meet the goals and objectives, and develop a plan to conduct the selected strategies.

The planning process described is not much different than those that most groups use to plan the activities they are going to conduct. The procedure suggested does provide a more systematic approach than a group would usually use. This should insure that the strategies selected are on target with what the problems are and should help keep the planning committee on task throughout the planning and conduct of the strategies.

Evaluating strategies. To do them again or not is the question to which this section is addressed. That is, should the strategies that were included in the annual plan be included in the next plan? Questions that the planners should ask themselves in making this judgment include:

- Did the strategy assist in reducing the discrepancy between what the situation was at the time the plan was developed and the ideal status--*i.e.*, did it work?
- Have other factors effectively eliminated the problem?
- Were there excessive negative side effects?
- Was the strategy conducted as planned?
- Did the strategy require excessive resources in comparison to the pay-off?
- Has the ideal situation changed?

Much of the information required to answer these questions is readily available. The regular monitoring sessions will provide information about whether the strategy is being conducted as planned, what mid-course corrections are needed, and what problems are being experienced along the way. This type of evaluation, often referred to as "formative evaluation," provides information which can be used to effect timely changes in the strategy so that it will be more effective in accomplishing the stated objectives on the current cycle. It also provides information on how to change the plans for the next cycle so that the same problems are not repeated.

Additional information needed to answer the evaluation questions can be obtained by asking how well the strategy worked. This information, frequently referred to as "summative evaluation," is useful in reporting to the school authorities on the achievements that were made as well as in improving the strategy for the next cycle. Questions such as, "How many women and disadvantaged enrolled in and graduated from nontraditional programs," and "How many instructors participated in the instructor's workshop," are easily recorded as the various strategies are conducted. An evaluation form given to the participants at the close of each activity can be used also to find out how well the activity was conducted. These surveys are easily developed simply by asking the participants to rate a listing of the various activities that were included in the strategy and to make comments about why they did or didn't like the activity.

Answering questions about how well the strategy is being conducted requires that one be more perceptive. For example, if nontraditional students are dropping out of a particular vocational program, in spite of a well-planned support group, members of the planning team should investigate the reasons why the students are dropping out. It may be a problem that is external to the program, such as not having adequate time during business hours to conduct necessary business. This problem has been solved, in some cases, by reducing the program to four days per week. If problems are persistent, it may be a good idea for the planning team to form a subgroup of two or three members to investigate the cause. The investigation can be done by talking with those persons involved, including students who have dropped out. The correction required may be simple, or it may require that an additional strategy be planned and conducted. An example of the latter would occur if the nontraditional students did not understand some of the technical language used in the instruction, while traditional students had had adequate exposure to the occupation to learn the language before coming to the class. A strategy easily could be devised to correct this deficiency in technical language.

Each of the strategies described later in this publication contains suggestions for evaluation methods. The planning team should, however, use their own expertise to design additional methods. Evaluation results play a key role in making decisions about recycling strategies. The next section provides suggestions and precautions about planning for recycling.

Recycling strategies. Results of the evaluation will indicate which strategies were helpful in meeting the stated objectives and which ones were not. The extent to which the first cycle of the strategies meets the long-range goal also will be indicated by the evaluation data. This input will provide the information necessary

to determine which strategies will need to be recycled. However, one additional suggestion should be kept in mind. If some strategies are very successful, such as recruiting nontraditional students, and meet the long-range goal during the first year, it doesn't necessarily follow that the strategies for recruitment should be terminated. The planning team should ask itself if the desired status will continue to exist if the strategy is not recycled.

Delivery of the strategies naturally will become easier each time the process is repeated. The planning team will accumulate more experience, and many of the strategies will become standardized. It is, of course, important to make changes in the strategies where the evaluation shows a deficiency. Care should be taken not to forget to record the changes that were made in the strategy during the previous delivery. This will avoid experiencing the same problems as before. While it may be assumed that persons conducting the strategies will remember what was done--it is better to keep a record. It is likely that some of the actors involved in the planning and delivery of the strategies will change. Thus, the process of planning and conducting strategies should not change much each time the strategies are recycled. The temptation to view the complete planning process as being necessary only during the initial implementation period should be avoided. Rather, the steps of planning, implementing, and monitoring the planned strategies should be repeated each time.

Planning. Planning for the second and subsequent cycles should be very similar to the first time around. Thus, it may be a good idea to review the suggested planning process presented earlier. There are some differences that should be noted, however. The planning team has had some experience with the strategies and with each other, which will enable them to make more accurate projections of the time and effort required to conduct the activities included in a strategy. This may allow the planning team to envision a much more extensive set of strategies than were undertaken the first time. The planning team, even if the members are all the same as the first time around, should repeat the planning process. The steps in the process are:

1. Determine the current status.
2. Determine the desired status.
3. Identify discrepancies.
4. Establish goals and objectives.
5. Select appropriate strategies.

6. Develop a plan for delivering the strategies.

7. Monitor the delivery of strategies.

8. Evaluate the outcome of the delivery of the strategies.

Much of the data to determine the current status will be obtained in the process of evaluating the outcome of the first delivery of the selected strategies. Thus, the previous year's summative evaluation can serve as the current status data for the next cycle.

The ideal status should be reviewed each year to determine if the status that was perceived as "ideal" the previous year is still considered to be ideal. To do otherwise is to assume that the desired status is static, rather than dynamic. Because of the dynamic nature of this process, long-range goals and objectives also should be reviewed to determine whether revision is needed and if additions are desirable.

The process of establishing goals and objectives is primarily one of reviewing the previously-established ones in light of discrepancies observed between the current status and the revised ideal status. It may be recalled, however, that it was suggested that some strategies may be retained after the ideal status has been attained as a maintenance precaution.

A careful review of the progress made toward meeting the long-range goals and objectives should be undertaken to determine what goals require additional emphasis. The process of selecting strategies should not be short-circuited. Rather, the process may require more effort, since something will be known about the effectiveness of the strategies that were conducted the first time. Strategies should be selected which have the greatest potential for successfully meeting the short-range goals established for the planning period.

Implementing the planned strategies should be easier during the second and subsequent cycles. Many of the materials needed to conduct the activities already will have been developed and will require only slight revisions. In addition, contacts with persons who can provide necessary assistance already will have been established. This will allow sufficient time to develop the activities in the new strategies which have been selected for the current cycle.

The excitement of starting a new venture may wear off during the first cycle, which may lead to less monitoring in following cycles. This, however, should be avoided. If the motivation provided by monitoring is eliminated, then many of the tasks may not be ac-

complished. In addition, the monitoring process still will be needed to provide the formative evaluation needed to make mid-course corrections and to provide input for the cycles which follow.

Strategies

The strategies described in this section were gleaned from interviews conducted in Florida schools which, according to data provided by the Division of Vocational Education, had a relatively high proportion of women and disadvantaged students in nontraditional vocational programs. These interviews were augmented with descriptions of strategies found in the literature reviewed. Thus, the strategies are composites of the activities actually conducted in the schools observed and the available literature.

It is not anticipated that all of the strategies listed will be conducted by any one school, or that the procedures will be followed exactly as presented. Rather, the strategies should serve as a springboard from which the planning committee can start to create its own set of strategies and plans for conducting them.

The format of the strategies includes: a title, the objectives, a short description, and a list of procedures required to conduct the strategy. Personnel and budget items are also suggested. For some strategies, a simple evaluation procedure, usually involving the development and administration of an evaluation questionnaire and the compilation of evaluation data, is suggested. The "Description" sections give brief explanations of the strategies, and the "Procedures" sections present outlines of the major steps in organizing and planning for the strategies.

The items suggested under "Budget" refer to major items of expenditure. They may not be new expenditures; rather, they may be supplies in stock, or they may be donations from participating or contributing agencies/organizations, or they may be contributed services.

Whether the items for recruitment strategies require expenditures or not, it is suggested that itemized cost records be kept so that the school personnel can be made aware of the real costs of designing and implementing a strategy. This information is especially useful when evaluating the effectiveness of the strategy.

Listing of Strategies

The titles of the strategies that follow are:

Recruitment Strategies:

Open Communication with the Public

Advertising

Mobile Resource Center on Vocational Opportunities

Poster Campaign

Directory of Community Resources for Recruitment

On-Campus High School Days

Career Fairs

Media Workshop

Workshops--Forum on Nontraditional Recruitment and Training

Informational Workshop for Potential Referral Agencies

Seminar to Build Linkages between the School and the Business, Industry, and Labor Sections

Informational Support Services for Women and the Disadvantaged

Counseling Strategies:

"Student Equity" Workshop for In-House Faculty

Equity Workshop for Local Business and Industry Representatives, Guidance Personnel and Administrators, and Community Professionals

Parent Awareness Workshop

Counselor/Instructor Brown-Bag Rap

Insuring Equal Treatment of the Sexes in Vocational Orientation Materials

Insuring Equal Treatment of the Sexes in Vocational Testing and Assessment

Career Exploration Lab

Support and Training Workshop for Nontraditional Students Adjusting to Vocational Education Programs

Support Groups for Nontraditional Students

"Classic" Student Support Program

The Open-Door Policy

Training and Pre-training Strategies:

Establishing an Individualized Manpower Training System (IMTS)

Remedial Training through an Individualized Manpower Training System

Program Terminology and Equipment Orientation Package

"Break-in" Classes

Structured Tutoring System

Work Exploration Lab

Training Workshops for Instructors

Advisory Committee for Curriculum Review

Minimizing Race and Sex Bias in the Occurrence and Effects of Instructional Materials

Competency-based Instruction

Flexi-class Modules

Simulating Work Conditions

Tours and Field Trips

Work Experience

Placement Strategies:

Obtaining a Computer Listing of Available Local Jobs

An Instructional Module for Management and Union Relationships

Working with Recruiters from Local Businesses

Employability Skills Handbook

An Instructional Module on Preparing Application Forms

Providing Students with Interview Skills

Practice Interviews

Critiquing Interviews

Interviews with Role Models

Follow-up Strategies:

Senior Exit Survey

Student Information Records System

Collection of Data through Follow-up Questionnaires/Surveys

Supportive Counseling after Placement on the Job

Recruitment Strategies

Introduction

The primary focus of this manual is to provide assistance to school personnel in their attempts to retain nontraditional students in vocational education. Keeping nontraditional students in these programs assumes that they are enrolled. A large percentage of the schools are getting students to enroll in programs that are considered to be nontraditional. This section of the manual is provided especially for use by school personnel in districts that have not been highly successful in getting nontraditional enrollments. However, it is also anticipated that personnel in districts that have been highly successful in attracting nontraditional enrollments may wish to add to their repertoire of activities used to recruit these students into vocational programs. If sufficient recruitment strategies have been developed, the reader may wish to skip to strategies that are designed to assist in getting nontraditional students to remain in their selected nontraditional vocational programs.

Activities that are reported to be successful in recruiting students into nontraditional vocational programs are those that open one or more of a variety of communication channels. The methods that can be used to open or improve communication with the public are many and varied. Many of the available channels of communication are being used by school personnel to communicate about many things with the various audiences. Thus, at the outset, it may be wise to ask--what is being communicated about the desirability of students enrolling in vocational programs that would be considered to be nontraditional? If the answer is nothing, or the traditional images are being projected, then efforts should be made to change the status quo.

The strategies in this section of the manual include ideas for improving written communication, such as advertisements and posters; face-to-face contact with one or more of the publics, such as by use of a mobile resource center, building linkages with business/industry, and career fairs; and training for school personnel or other agencies to improve knowledge and awareness of how to communicate more effectively with the public that vocational education programs are available for all, such as media workshops and workshops for personnel in potential referral agencies.

TITLE: OPEN COMMUNICATION WITH THE PUBLIC

OBJECTIVE: To give the public easy access to information about vocational education programs.

DESCRIPTION: Providing accurate, helpful vocational education information to potential students should be a top priority for any vocational institution. However, many potential students, especially nontraditional or disadvantaged students, can easily be put off by bureaucratic "red tape" often encountered when trying to obtain information about educational programs. The focus of this strategy is to provide any individual, but especially potential nontraditional and disadvantaged students, with information regarding the vocational programs and resources which exist to help them.

There are many different communication mechanisms that personnel in a vocational institution can use to provide the public with easy access to vocational information. The type of mechanism selected will be dictated by the resources of the institution and the needs of the local population. One excellent communication mechanism is a telephone "hot line." The availability of a telephone service staffed by informed persons can directly provide the vocational information desired in a quick, efficient manner and omit much bureaucratic red tape. Likewise, the availability of a telephone number to call at night for information about vocational programs can provide information to working individuals who could not otherwise obtain thie information.

Other communication mechanisms may include an on-campus walk-in service; one-day revolving information centers at malls, grocery stores, health facilities, and other locales frequented by the target population; community group liaisons; or vocational newsletters. Any of the selected communication mechanisms should be staffed by individuals who are very knowledgeable about the institution's programs and resources. Both male and female personnel should be available as contact persons to answer questions for people interested in getting into vocational programs. Well-trained student volunteers may be used to help those who wish vocational information and may additionally serve as excellent role

models to disadvantaged and nontraditional students. Once the particular communication mechanisms have been determined, their existence should be well publicized. Billboard companies, newspapers, and television stations often will provide free public service announcements regarding the existence of vocational services available to minority and disadvantaged populations.

PROCEDURE:

1. Organize a small committee with representation from the guidance or career counseling offices, faculty of programs recruiting nontraditional or disadvantaged students, administration, and organizations representing nontraditional and minority organizations on campus.

2. Determine the types of communication mechanisms that will best meet the needs of the institution and specific target populations.

3. Determine the activities required to put the communication mechanisms into operation and the activities required to publicize the existence of the communication mechanisms.

4. Delineate responsibility for conducting the necessary activities.

5. Obtain administrative permission for putting the plan into effect.

6. Conduct the designated activities.

7. Have a follow-up meeting to determine progress and if any revisisions in the plan are necessary.

PERSONNEL:

1. Committee personnel

2. Communication/staff personnel

BUDGET:

1. Materials and operating cost of communication mechanisms.

2. Publicity costs

3. Staff personnel costs.

EVALUATION: Have staff personnel keep strict tabulations of the numbers of individuals, including nontraditional and disadvantaged, using the communication service; where these individuals heard about the service; whether or not they entered a vocational training program as a result; and suggestions for service improvement. Make the suggested improvements when possible. After six months, conduct a cost-benefit analysis to determine if the service warrants continuation.

TITLE: ADVERTISING

OBJECTIVES:

1. To keep the vocational programs of the school in the public eye.

2. To make the community aware of nontraditional vocational training and occupational opportunities through the use of attractive visual displays.

DESCRIPTION: The activity can be implemented in collaboration with the management of malls, supermarkets, or chain stores. Most of these commercial establishments develop themes during the year, one of which usually is the "back-to-school" theme before the fall opening of classes.

The school may negotiate with the commercial establishments' managers to put up a display in the lobby, in a vacant stall, or in any other strategic location within the complex. The display should feature men and women of various ages and races working or training in jobs that are nontraditional for their sexes. The display will also have a capsulized description of what the program offers and some "catchy" statistics on labor market demand in the area, salary ranges, women's participation rate in certain occupational groupings, etc. Several alternate displays which can be rotated over a period of time should be prepared.

The school could use whatever resources it has, in both materials and volunteer services, to create the displays. Or, it could have a commercial firm execute the advertising concepts. Contributions from community organizations and commercial establishments in the community can be solicited to help defray the costs of the second approach.

Although the displays are specifically created for the shopping malls, they can be used over and over again for almost any type of recruitment or promotional campaign. This is an important consideration when deciding to invest in professionally designed and constructed displays.

The same objectives can be achieved through more modest advertising strategies. Some of the bigger companies have permanent ad spaces in the local papers and could be persuaded to "loan" these spaces(as a tax write-off) to the school during its advertising campaign.

Aside from the usual information about the programs offered by the school--the ad copy may also include placement rates, testimonials from students or employers of nontraditional workers and should project institutional commitment to enrolling both sexes in nontraditional programs.

PROCEDURE:

1. Organize committee. Because of the nature of the strategy, leadership could reside in any of the programs in the visual arts department, with representatives from the vocational training programs which want to advertise their offerings and from community organizations and the local Chamber of Commerce.

2. Participating program representatives are asked to submit a description of the display concept and text.

3. Committee develops plan for the advertising campaign, coordinates display concepts and determines cost requirements. Professional advertising consultants may be used.

4. Committee decides whether construction of displays will be contracted to outside parties or done by the school.

5. Maintenance personnel constructs crates to store and transport the displays.

PERSONNEL:

1. Committee members with representatives from the groups suggested in No. 1 of the Procedure.

2. Visual arts consultant.

3. Perscnnel to build the crates and to construct the displays, if desired.

BUDGET:

1. Honorarium for visual arts consultant.

2. Construction supplies.

3. Possible overtime pay.

4. Fee for construction of displays.

EVALUATION: The general method of determining whether advertising strategies are reaching the target audience is to include an item in the application or enrollment form as to where the applicant learned about the program offering.

TITLE: MOBILE RESOURCE CENTER ON VOCATIONAL OPPORTUNITIES

OBJECTIVE: To provide a mobile resource center on nontraditional vocational education opportunities for use in the various recruitment and informational campaigns.

DESCRIPTION: A van can be outfitted with such materials as brochures, college catalogs, vocational guidebooks, vocational program descriptions, books and articles on nontraditional vocational training programs and occupational opportunities, posters, games, campus newsletters, and audiovisual materials. The van also should be equipped with video cassette and tape recorders, folding chairs, and desks.

The van can be used in conjunction with the registration of high school students, with career days, visitations of high schools, and for presentations to community groups. The van can function not only as a traveling resource center for nontraditional vocational training materials, but as a place for small informational presentations if a regular classroom or auditorium is not available. Interested parties can walk into the van and browse, check out books, games, etc. and use them within a certain vicinity. The van should have at least two staff persons who can answer questions, show films, check out books, etc. Any person who uses the resources of the van should sign a registry book and indicate the materials used or the service acquired.

PROCEDURES:

1. Conduct an organizational meeting of the selected committee. The committee should have representatives from offices currently involved in recruitment and other promotional activities, minority student groups on campus, and one or two community organizations. Explain the concept behind the mobile resource center, identify tasks, and give assignments.

2. Identify possible donors of a van or a vehicle in the school's car pool which can be used for purposes of this activity.

3. Review current recruitment and other promotional campaigns of the

school and identify target audiences to determine the type of informational materials which should be kept in the van.

4. Write or visit alternative publishers for book donations, office supply donations, and/or for giveaways like pencils, markers, etc.

5. Determine layout of materials in the van. Determine color scheme, decor, slogans, if desired.

6. Assemble all printed and audiovisual materials. Prepare an inventory of all the materials in the van.

7. Coordinate all recruitment and promotional campaigns, and develop a master schedule for the use of the van.

8. Schedule regular inventory and maintenance check-ups of the van.

9. Prepare press releases on the inaugural run of the van. The press release should acknowledge the contributions of various groups, especially the contributions of students.

PERSONNEL:

1. A four-to-five person steering committee, with representatives from the groups suggested in No. 1 of the Procedures section.

2. Volunteers from the auto body repair, painting, and carpentry classes to refurbish the van, install cabinets, etc.

3. Volunteers from the faculty and staff to assist in identifying and approaching possible contributors or donors.

4. The staff who will man the mobile resource center will come from the office or program which is handling the recruiting or the informational campaign.

BUDGET:

1. Materials for painting, repairs, body work, cabinets, and the like to convert the van into a mobile resource center (the van may be donated from other sources, or be one which is already in the school's car pool; labor is volunteer service or the work of students for their respective classes).

2. Transportation costs for contacting possible donors and contributors.

3. Postage.

4. Printing costs of new materials (if needed).

EVALUATION:

1. Tabulate entries in the registry for materials and services frequently used.

2. Compare the costs of outfitting and maintaining the mobile van to:

   a) Extent of outreach; and

   b) Rate of utilization by recruitment committees or teams.

TITLE: POSTER CAMPAIGN

OBJECTIVE: To make women in the community aware that a previously male-intensive program is now actively recruiting women.

DESCRIPTION: A poster campaign is helpful in calling attention to the fact that an institution is committed to attracting females into previously male-intensive programs, like auto body mechanics, aviation maintenance, and plumbing. The poster(s) will show representations of women and minorities performing jobs for which the vocational training program is offered, a "catchy" slogan which the faculty committee or the current students in the program have coined, basic facts about the program, and the names, offices, and phone numbers of contact persons. The poster may also include a packet of mail-back postcards for those requesting additional information about the programs.

The committee in charge of this campaign should identify the specific target populations of this strategy in order to determine the places frequented by those populations. These places will be the sites for the posters.

The mail-back postcards contain information on the respondent's name, address, sex, age, program in which interested, and where the poster was seen.

PROCEDURES:

1. Organize a small committee, with representatives from the faculty of the programs actively recruiting women, the guidance or career counseling offices, current nontraditional students and minority organizations on campus.

2. Determine theme of posters, graphics, color scheme.

3. Formulate a catchy slogan.

4. Print the poster.

5. Determine target populations, where posters will be located, and how posters will be distributed.

6. Secure the necessary permission from the establishments where posters will be displayed.

7. Assign contact persons who will answer calls, entertain walk-ins, send additional information through the mail, and refer calls to specific program personnel.

8. Formulate answers to standard questions.

9. Contact persons should tabulate the number of calls and returned postcards received, according to sex and age, where the poster was found; the contact persons can also keep track of the questions most commonly asked.

PERSONNEL:

1. Committee members representing the groups suggested in the procedures. (See No. 1, Procedures section.)

2. Contact persons who will work in shifts to answer callers, send out information, tabulate responses, etc. The contact persons can be committee members, volunteer faculty members, or any other personnel who already may be performing similar functions.

BUDGET ITEMS:

1. Materials and printing costs.

2. Refreshments for organizational and follow-up meetings.

3. Return postage for postcards.

4. Transportation for those who will distribute posters in the community.

EVALUATION: Compile information found in the returned postcards to identify the age group and places being reached by the campaign. Keep track of the questions being asked by walk-ins and callers. This might be a clue as to what information should be included on the poster if the campaign is repeated. Keep track of the number of people who responded to the campaign who actually enrolled.

TITLE: DIRECTORY OF COMMUNITY RESOURCES FOR RECRUITMENT*

OBJECTIVES:

1. To identify potential referral agencies and resource bases in the community for recruitment activities.

2. To initiate a system of linkages between the school and other governmental agencies, community organizations, apprenticeship groups, and local business and industry.

DESCRIPTION: The strategy basically consists of fielding a questionnaire to the various agencies, organizations, and business and commercial establishments in the community to find out whether they are willing to assist the school in any of its recruitment projects. A number of ways by which an agency or organization can assist the school is listed, and the respondent simply checks the items that apply to his organization or agency. The output of this strategy is a directory of community resources for recruitment. This strategy will also facilitate the building of linkages between the school and community organizations, agencies, and industrial/commercial sectors.

PROCEDURES:

1. Organize a small working committee for this strategy. The committee could include, among others, a public relations person, a person who writes well, and one with some experience with questionnaire design and construction.

2. Prepare a brief write up or description of the various recruitment programs or campaigns of the school. Highlight the fact that the school is committed to enrolling both males and females in nontraditional vocational education programs and to recruiting disadvantaged students.

3. Prepare a cover letter stating the school's intent to identify governmental agencies, educational institutions, community organizations, apprenticeship groups, business and industrial establishments for the recruitment activities of the school.

*Adapted from the SET program of St. Petersburg Vocational-Technical Institute.

4. Design a questionnaire. Get information on the following:

   a) Name of respondent,

   b) Job title and department,

   c) Address and phone number,

   d) A brief description of the purpose or activities of the organization or agency.

   e) A list of the various ways by which an organization can participate in the recruitment activities of the school. For example:

   - Refer clientele to school;
   - Arrange for school recruitment team to make a presentation to their clientele or students;
   - Give material contributions, e.g., cash donations for specific projects, ad space in the newspapers, give-aways, use of facilities, loan of equipment;
   - Provide technical assistance, e.g., lectures, demonstrations, consultant services;
   - Allow the display of recruitment materials in office;
   - Donate air time;
   - Underwrite the production of radio or television recruitment "specials";

- Allow student, parent, faculty observation of plants, offices, etc.;
- Allow students to job-shadow employees;
- Put the school on the company/organization mailing list;
- Serve on advisory or other similar committees;
- Serve on the school's recruiting team;
- Print pertinent information about the school in the company organization's newsletter.

f) Send out questionnaires.

g) Follow up on those who have responded favorably with a phone call or visit to explain what is involved in the task for which they have volunteered.

h) Tabulate responses.

i) Using the responses from the questionnaire, make a directory of resource persons/agencies showing the corresponding services they are willing to contribute.

j) Update and "weed out" outdated entries in directory from time to time.

PERSONNEL: A committee of three, consisting of a public relations person, a writer, and one with questionnaire design experience.

BUDGET: 1. Cost of printing questionnaire.

2. Postage

3. Transportation for follow-up visits.

EVALUATION: There are several measurable results of this strategy which an evaluation design could address: increase in the number of referrals made by outside agencies, participation rate of external agencies in school recruitment activities, extent of outreach, increase in the public exposure of the school. It would be helpful to compile statistics from all evaluation efforts.

TITLE: ON-CAMPUS HIGH SCHOOL DAYS

OBJECTIVES:

1. To provide high school seniors with information on and exposure to nontraditional vocational education programs.

2. To provide high school seniors with the opportunity to interact with role models.

DESCRIPTION: Seniors from the various high schools in the county are invited to come to the area vocational school or the community college campus for a day-long series of activities.

Activities include orientation talks on nontraditional vocational education programs, observation tours of laboratories, workshops and classes with nontraditional enrollment, showing of films and other audiovisual materials, and an open forum, during which instructors, counselors and other resource persons can answer questions posed by the students.

At the end of the day, student participants should fill out pre-registration forms and evaluation forms.

PROCEDURES:

1. Organize a committee with members from the offices which handle recruitment, e.g., guidance and occupational counseling offices, the various vocational programs.

2. Identify activities and prepare a schedule.

3. Contact nontraditional workers and current students to act as guides and resource persons. Sign up volunteers for other activities.

4. Conduct an orientation meeting for the guides and volunteers.

5. Inform principals and counselors of "feeder" schools about schedule and activities.

6. Send out flyers to remind students about the activity.

7. Prepare a simple evaluation form on which students can rate the various activities and features of the program, for instance, the use of "guides", according to how informative or helpful they have been to them. Solicit suggestions as well.

PERSONNEL:

1. Committee members

2. Student and adult guides.

3. Faculty, staff, and student volunteers to be assigned to specific activities, e.g., to show films, serve as resource persons, and operate the food stalls.

BUDGET:

1. Transportation for students to and from their respective schools.

2. Refreshments and lunch for the students.

3. Materials, such as folders, program handouts, etc.

4. Printing costs.

EVALUATION:

1. Using a questionnaire, ask the students to evaluate how effective and/or informative the activities have been.

2. Tabulate the number of pre-registration forms submitted, and compare with the number of students who actually enroll in programs.

TITLE: CAREER FAIRS

OBJECTIVES:

1. To make potential vocational education enrollees and their parents aware of opportunities in nontraditional vocational education programs;

2. To strengthen linkages between the school and the business, industry, labor, and apprenticeship groups;

3. To provide potential vocational education enrollees with accurate information about occupational opportunities in the training areas in which they are interested.

DESCRIPTION:

The target audience of this activity includes potential vocational education enrollees and their parents.

The different vocational education programs put up attractive booths featuring the products of students from the program. Other booths can provide live demonstrations of skills learned from the program, such as simple fender repairs, food preparation, how to put up wallpaper, health-related skills. Mini-workshps equipped with tools for "hands-on" practice may also be made available.

Slide-tape presentations, featuring nontraditional vocational training programs and occupations, are presented on the hour in various locations such as the school cafeteria, the Resource Center, the guidance offices, etc. The audiovisual materials for this activity can be bought, borrowed, or produced especially for this purpose.

An important feature of the career fair is the Information Booth, which should be located in a strategic place. The Information Booth personnel will make arrangements for advisement appointments with faculty members, occupational and guidance counselors, and other school personnel for students and/or parents who want more information about specific vocational training programs. Pre-registration forms should also be available in this booth.

Business and commercial establishments, labor and apprenticeship programs are also invited to put up their own displays, which should highlight various career options for people who get into vocational training programs.

A vocational education handbook and a career fair guide may be prepared and given to all participants; the handbook should contain a description of the various training programs (program objectives, content, prerequisites, if any). The career fair guide, on the other hand, contains the program of activities and a map of the campus.

The career fair, like many recruitment activities, relies heavily on the participation and the contribution local businesses and industrial establishments, the media, and the community at large can provide. A lot of attention should be given to developing and nurturing linkages with these various groups.

PROCEDURE:

1. Organize steering committee. The steering committee should have representatives from the faculty and administration groups, nontraditional student and minority groups on campus, the local media, and from the business, industry, labor and apprenticeship groups.

2. Conduct kick-off meeting. Present general program, identify activities and tasks, give assignments, and prepare a master schedule.

3. Invite personnel from all vocational education programs who want to participate in the career fair to prepare a description of their booth and a budget estimate. Aside from a demonstration booth, the Home Economics/Food Preparation and other similar programs may be invited to put up food stalls. Provide all participating departments and offices with a simple program budget format.

4. Consolidate budgets. Make a master list of all materials and services needed for the fair. Identify possible donors or contributors. Prepare initial costing.

5. Write, and later visit, potential donors and participating organizations and offices. Bring along a brief proposal containing a description of the career fair, what the agency/office/commercial, industrial establishment would "get" out of participating in the activity, and the type of contribution required from them.

6. Write follow-up letters.

7. Prepare a press kit for the local media. The kit should contain copies of press releases and texts for 30-second television and radio spots and copies of other promotional materials.

8. Send out invitations to parents and students through the schools.

9. Set up booths and exhibits.

10. Provide each booth with a mimeographed visitors' registry for names and comments.

11. After the fair, prepare the agenda for an evaluative meeting.

12. Prepare a final report on the acitvity and provide copies of this report to the office of the school's chief administrator and to all agencies/establishments which have participated in the fair.

PERSONNEL:

1. Steering committee members with representatives from the groups suggested in the Procedures section of this strategy.

2. Volunteers to provide assistance in the following areas:

   design and construction of booths;
   secretarial and other documentation services;
   production of promotional materials, e.g., flyers, posters, and vocational education guide.

manning the booths during the fair itself;
setting up of audiovisual equipment; and
clean-up after fair.

3. Fair guides.

BUDGET:

1. Supplies, like paper for guides and handbooks, flyers, and posters
2. Printing, mimeographing, other copying expenses.
3. Postage.
4. Refreshments for organizational meeting.
5. Construction or rental costs of booth.
6. Possible overtime pay for maintenance staff; secretarial services.
7. Purchase/rental of equipment, tools.
8. Rental of plants/other decor.

EVALUATION:

Prepare for a committee meeting to review the following aspects of the activity:

1. Perceptions on the attainment/non-attainment of the activity's objectives,
2. Planning processes,
3. Participation of community organizations,
4. Attendance of target audience,

5. Media coverage,

6. Quality of booths, displays and other presentations,

7. Scheduling,

8. Budget, and

9. Recommendations, including formation of an interim committee which will start the groundwork for next year's fair.

TITLE: MEDIA WORKSHOP

OBJECTIVES:

1. To present participants with effective methods of promoting non-traditional training programs through the use of press releases, brochures, flyers, newspaper ads, public service announcements for radio and/or television, and similar promotional tactics.

2. To give participants the opportunity to produce "saleable" media products under the supervision of media consultants or resource persons.

DESCRIPTION:

One of the strategies for nontraditional recruitment repeatedly mentioned in the literature is to keep the school in the "public eye." One way of doing this is to keep the public informed on the school's various activities and programs. Newspapers, radio, and television should be supplied with regular information about these activities.

Since the recruitment strategies for nontraditional training programs have such widely divergent audiences, the preparation of public relations materials for recruitment purposes requires a certain amount of skill. Not all schools may be able to avail themselves of the services of a media consultant. This seminar-workshop, therefore, will help school personnel and some advanced students to prepare public relations materials with some degree of professionalism and, consequently, enhance the recruitment of nontraditional students.

The seminar-workshop will cover the preparation of press kits, writing of press releases, radio and television spots, layout of advertisements, conducting press conferences, preparing simple visual displays, etc. Participants in the seminar will be school personnel and representatives from the various student organizations. Speakers and resource persons will come from the local newspapers (seek out minority papers, in particular), radio and television stations (both public and commercial), and advertising agencies.

The committee first should survey the needs in the area of public relations material preparation to determine topic and skill coverage. If there currently are varying degrees of competence in the area, the lectures, workshops, and/or demonstrations can be divided into beginning and advanced sessions. The sessions also may be held simultaneously, because some participants might not want to sit through all sessions and prefer to work on specific media projects.

PROCEDURES:

1. Organize a workshop committee consisting of one administrator, two recruitment counselors, and a media relations specialist. Prepare a list of tasks, assignments, and tentative schedules.

2. Conduct a needs survey. A simple questionnaire may be formulated for this purpose. Prospective participants are asked to check which topic or skill they want covered in the workshop and what kind of previous training or experience they have had in the area. Inquire also about current projects which require the production of public relations materials which they might work on during the workshop.

3. Tabulate results. Prepare a program of activities. Finalize the schedule.

4. Prepare a list of speakers, resource persons, and their alternates.

5. Invite and personally meet with speakers and resource persons. Present a short description of the program and schedule.

6. Prepare a list of participants and send out letters of invitation.

7. Assemble materials for the workshop, such as supplies, articles, and equipment.

8. Reserve classrooms to be used for lectures and demonstrations.

9. Prepare a press release announcing the activity.

10. Formulate a simple evaluation questionnaire.

PERSONNEL:

1. Committee members.

2. Speakers, resource persons, and their possible alternates.

3. Volunteers to assist in setting up the meeting rooms, clean up, and registration.

BUDGET:

1. Refreshments/meals for participants, speakers/resource persons, and workshop staff.

2. Materials: workshop kits with name tags, writing paper, pencils, supplies for constructing "dummy" projects.

3. Certificates of appreciation to speakers and resource persons.

EVALUATION:

The evaluation questionnaire should identify the various features and activities of the workshop and ask participants to rate the activities' effectiveness. The questionnaire also should solicit comments on how to improve the activity, should it be held again. An administrator also can monitor the quality of promotional and recruitment materials produced after the media workshop.

TITLE: WORKSHOPS--FORUM ON NONTRADITIONAL RECRUITMENT AND TRAINING

OBJECTIVES:

1. To articulate the role of vocational education in equalizing the access of all students, regardless of sex, age or race, to training and occupational opportunities.

2. To provide a forum for an institution-wide discussion of issues relating to sex equity in education and employment.

3. To provide the resources and structure for a review of institutional recruitment, training, guidance, and placement practices and policies as they relate to women, minorities, and disadvantaged persons.

4. To assist school personnel to develop strategies and activities to increase the effectivity of recruitment and improve the retention of women and disadvantaged students in nontraditional vocational training programs.

DESCRIPTION:

The success of many recruitment strategies is usually the result of an underlying institutional awareness of and commitment to the importance of redirecting recruitment and retention efforts towards disadvantaged populations. The absence of any covert discrimination against women and minorities, or against the limited-English-proficient, the financially or academically disadvantaged, can lull even the most well-meaning administrator into accepting the status quo as satisfying the spirit of the law. Unless there is an understanding of how a combination of socialization factors and some school and employment practices contrive to diminish the access of certain populations to both training and occupational opportunities, there will be little or no impetus to change existing recruitment, instruction, counseling, or placement styles.

The following strategy is suggested to raise the level of awareness of all school personnel of sex-equity concerns, to provide information on how the socialization process acts to limit both training and occupational

choices of women and minority participation in the labor force. The participants are expected to use the information provided by the lectures to review institutional and employment practices for sex fairness and to design strategies to enhance the recruitment and retention of disadvantaged populations in vocational training programs.

The workshop-forum will have four major activities: lecture-demonstrations, group discussions, workshop sessions, and plenary sessions. The lecture-demonstrations are intended to provide the participants with new information or new perspectives on how vocational education can assist in equalizing the access of women, minorities, and other disadvantaged students to training that leads to higher paying jobs. Topics can cover barriers to women's entry into nontraditional jobs, the effects of socialization patterns on career choices, women and minority participation in the labor market, an overview of labor market demands, and vocational training opportunities. The topics can be expanded to cover areas which have been identified as critical information gaps by the participants. The speakers can be drawn from the vocational education programs, from the local Chamber of Commerce, apprenticeship groups, community organizations working with women and minorities, the Department of Labor, and from local universities which may have done studies which bear on the topics suggested earlier.

The group discussions, on the other hand, are meant to provide the participants with an opportunity to discuss the presentations and to share experiences that are relevant to the issues raised during the lectures. A set of discussion guidelines will be prepared for this activity, and resource persons from the various community organizations, agencies, apprenticeship, business, and industry groups will be present in each of the discussion groups. To see to it that various points of view are reflected during the discussion, it is suggested that groupings be made representative of the various sectors of the school, e.g., instruction, support services, and guidance and counseling.

For purposes of the workshop sessions, however, it is suggested that participants be grouped according to the functions they perform, i.e., all the counselors will be put in one group, all instructors of the same department in another, etc. The reason for this kind of grouping will become obvious from the purposes of the workshops. The purposes are:

1. To review the policies, practices, and school operations, not only for sex fairness, but for the ability to meet the needs of disadvantaged students. The faculty members review instruction policies and practices, the guidance and counseling personnel review guidance testing policies and procedures, etc.

2. To formulate four to five major strategies appropriate for their respective areas to assist in the recruitment and retention of disadvantaged students.

During the plenary sessions, each of the workshop groups will present a summary of the analysis of their respective areas of operations and the recruitment and retention strategies that the group has designed. School administrators and representatives of the various participating agencies/offices/organizations will be included during these presentations. These representatives will be asked to pledge or commit a part of their resources to support the strategy of their choice.

The workshop-forum can be a one-shot activity, or it can be a component of a continuing inservice program for which participants receive certificates of completion which can go into their service files.

1. Organize the workshop-forum committee. Membership could be drawn from the faculty, guidance staff, support service office of the school, from community organizations, apprenticeship groups, and the local Chamber of Commerce. It is also suggested that officials of the Department of Vocational Education and the Department of Labor be invited to participate in the planning.

2. Conduct kick-off meeting. Present objectives of the activity and the general program. Break down activities into tasks which could be assigned to subcommittees. Subcommittees would be needed to work on the following areas: programs, invitations, documentation (preparation of all handouts, taping of sessions, transcription of reports, etc.), logistics, and evaluation.

3. Identify the functions or areas of responsibility of each subcommittee.

4. Prepare a schedule of subcommittee meetings.

5. Recruit volunteers for subcommittee work. Each member of the workshop-forum committee choses a subcommittee in which to work.

6. Finalize topics and activities.

7. Finalize line-up of speakers, resource persons, recorders, facilitators, etc.

8. Compile a list of participants. Be sure to invite observers from the participating community organizations and the local agencies.

9. Send out invitations to the speakers, resource persons, etc. State the purpose of the activity, coverage of the topic to be discussed, and enclose a copy of the schedule or program.

10. Schedule follow-up calls and visits.

11. Assemble materials for the workshop-forum. In connection with this procedure, it would be a good idea to draw up a master list or checklist of materials to be used for future similar activities.

12. Prepare press releases.

13. Draw an evaluation design. The committee should decide what aspects of the activity should be evaluated, and the subcommittee could work out the design and the instruments to be used.

PERSONNEL:

1. Committee members, as described in the Procedures, No. 1.

2. Volunteers for subcommittee work (see Procedure No. 2).

BUDGET:

1. Certificates of appreciation to speakers, resource persons, facilitators, vendors, participating agencies and organizations.

2. Supplies: note pads, pencils, name tags, a plastic folder or portfolio with the school's logo in which to keep the handouts.

3. Copying services for the reprinting of articles.

4. Secretarial services.

5. Postage.

6. Transportation to personally transport speakers and other invited guests.

7. Coffee for committee and subcommittee meetings; meals/refreshments during the workshop.

EVALUATION:

The evaluation design could address the following aspects:

1. The adequacy of the planning process,

2. Scheduling of activities,

3. Choice and coverage of lecture topics,

4. Effectiveness of speakers and resource persons,

5. Effectiveness of activities (workshops, plenary sessions, etc.),

6. Usefulness of handouts,

7. Quality of support services, and

8. Achievement of stated objectives.

The evaluation also could solicit comments on how the activity could be improved if repeated, what topics should be covered, etc. The administrators, on the other hand, may look at the outputs of the workshop-forum, e.g., the quality of the proposed strategies and the types of activities to determine which ones merit continued support.

TITLE: INFORMATIONAL WORKSHOP FOR POTENTIAL REFERRAL AGENCIES

OBJECTIVES:

1. To provide potential referral agencies with information on nontraditional training programs and support services offered by the school.

2. To sensitize community organizations and other social service agencies to the effects of sex-role stereotyping and other sex equity issues.

3. To make the community aware of the institution's commitment to promoting sex-fair educational practices.

DESCRIPTION:

The target audience of these workshops is the personnel of community organizations and social service agencies serving displaced homemakers, battered wives, minority groups, those involved in rehabilitation and other health delivery services; in short, potential referral agencies. The expected output of the workshop is to have these organizations or agencies help their clients consider training in nontraditional vocational programs.

The format will consist of small group discussions, lectures, slide-film-tape presentations, open forums, etc. The workshop is a broad-brush approach to the problem of providing women with employable skills through vocational training, especially in nontraditional programs. The presentations typically cover the following topics: overview of women's participation in the job market, legislation requiring sex equity, vocational training opportunities and support services in the school, and the like.

Local employers can be invited to talk about existing opportunities in specific occupational areas, discuss what is required from women working in male-intensive occupations, the issues of wages and promotions, etc. Women who are already in these occupations (role models) can be invited to talk about their experiences, both during training and at work.

The culminating activity of the workshop is a tour of the facilities of the school for vocational education training and observation of classes with nontraditional enrollment.

The exact content and format of these workshops will be determined by the unique needs of the community and the resources available to the school.

There are many available resources for use in these types of information workshops. Resources range from printed lectures, tapes, transparencies, and films.

PROCEDURES:

1. Organize a committee to plan the workshop. Get representatives from those school offices or units which are regularly involved in some type of recruitment activity; get representatives from select community organizations, social service agencies, and one or two from the business sector.

2. Prepare the workshop program:

   a. Identify issues to be addressed.

   b. Identify topics and activities to cover these issues.

   c. Prepare a list of speakers, resource persons, and their alternates.

   d. Prepare a list of audiovisual, printed, and other materials to be used (this would include articles, program descriptions, and the like).

   e. Agree on a schedule.

   f. Prepare a tentative budget and identify sources of funding for the activity.

   g. Prepare a list of assignments.

3. Compile a list of participating community organizations and social service agencies.

4. Prepare letters of invitation, both to participants and to contributing organizations.

5. Prepare a press kit and invite reporters to cover the activity.

6. Invite publishers who are involved in the production of sex-fair instructional materials and the discussion of other sex equity issues to put up a display or "browsing table" during the workshop.

7. Invite local employers who have employed women in male-intensive jobs to make presentations.

8. Identify and approach commercial establishments with whom the school does regular business for contributions to defray the costs of items which may not be covered by the school budget, e.t., refreshments, supplies, folders, writing tablets, pencils, etc. Some establishments have promotional materials like T-shirts, pencils, bookmarks, etc. Request these materials and include them in the workshop packet.

9. Prepare a file on all potential referral agencies. Information should include: name of the contact person, activities conducted and/or services provided by the agency or the organization, names of persons referred to the school by the agency, outcome of referrals.

10. Prepare a simple evaluation questionnaire where participants can identify the workshop activity or feature which helped them the most; include open-ended questions also and invite participants to provide honest suggestions about improving the activity.

11. Send out thank you letters to participating organizations.

12. Have lectures transcribed and send one complete workshop kit to all participating and contributing agencies.

PERSONNEL:

1. Committee members suggested in the procedures.
2. Tour guides (for the tour of the school facilities) and workshop personnel, like receptionists to take care of registration, facilitators, rapporteurs, volunteers to transcribe lectures, and food servers.
3. Secretarial staff, for typing, mailing and collation of materials.
4. Technical staff, for taping sessions, setting up audiovisual equipment.

BUDGET:

1. Printing and photocopying expenses.
2. Postage.
3. Supplies (not covered by contributions), such as cassette tapes, name tags, folders, and writing pads.
4. Refreshments and lunch for all participants.
5. Gifts or small honoraria for speakers, resource persons, and student tour guides.

EVALUATION:

Prepare a simple evaluation questionnaire where participants can rate the effectiveness of various activities and comment on other aspects of the workshop. The questionnaire can also invite comments on how the workshop can be improved.

An important source of information which can be obtained from holding the workshop is a file of dossiers on potential referral agencies, wherein the referrals made by these agencies and the outcome of referrals can be tabulated.

TITLE: SEMINAR TO BUILD LINKAGES BETWEEN THE SCHOOL AND THE BUSINESS, INDUSTRY, AND LABOR SECTORS

OBJECTIVES:

1. To facilitate the discussion of ways by which schools, business, industry, and labor can cooperatively improve access to training and enhance the retention of disadvantaged students in jobs.

2. To formulate specific linkage strategies.

3. To formulate a tentative calendar of linkage activities.

4. To identify the persons who will serve as liaison personnel in each institution involved in the linkage.

DESCRIPTION:

Most recruitment strategies require the participation of business, industry, and labor. A sustained and continuing linkage between the school on one hand, and the business-industry-labor sectors on the other, is, of course, preferable to extending occasional invitations to the latter to participate in various school activities.

The following strategy is suggested as an initial activity to establish a more structured, or formal, linkage between the school and the business-industry-labor groups. The seminar is composed of the following activities:

1. Panel discussion among the representatives of the vocational education sector (state or local school administrators), business, industry, and labor. The panelists will address the issue of how each sector perceives its role in improving access to training and enhancing the job retention of disadvantaged students.

2. Reactions to the panel presentations to be given by selected representatives of the faculty, student and other minority groups, parents, mature returning students, etc.

4. Develop a plan for conducting the linkage strategies.

5. Conduct linkage strategies.

PROCEDURES:

1. Organize committee. Since the activity will involve possible high-level negotiations, or policy-making, or policy interpretation, it is suggested that the chief administrator of the school be chairman of the committee. The rest of the members can be drawn from the ranks of the department heads, and from the representatives of business, labor, and industry.

2. The school hosts a luncheon kick-off meeting, presents activity concept, proposes tasks, assignments. A tentative budget also should be drawn, and the members of the committee are asked to pledge the contributions of resources.

3. Conduct follow-up meetings. The subsequent meetings can be alternately hosted by the other committee members. Finalize program of activities, agree on site and schedule.

4. Draw a line-up of participants and media persons to be invited.

5. Make the necessary reservations.

6. Send out letters of invitation, programs, press releases.

7. Identify panelists, reactors. Personally invite them to participate

8. Assemble materials for the seminar.

9. Conduct the seminar.

PERSONNEL:

1. Committee members to work on the planning, implementation, and monitoring of the activities.

2. Panelists and reactors.

3. Media resource center personnel to videotape proceedings.

4. Volunteers (from the faculty, staff and students) to assist in the registration, secretarial and documentation jobs.

BUDGET:

1. Postage

2. Rentals, if the activity is held outside of the school, as in a hotel or restaurant.

3. Supplies, including video cassette tapes.

4. Refreshments and meals.

5. Decor.

EVALUATION: Monitor the participation of business, industry, and labor in recruitment and other activities. Compare rate of participation before and after linkage was initiated.

TITLE: INFORMATIONAL SUPPORT SERVICES FOR WOMEN AND THE DISADVANTAGED

OBJECTIVE: To inform disadvantaged students and women in transition about resources which they can use to address their specific training and adjustment needs.

DESCRIPTION: The occupational specialist and/or program instructors could organize seminars and workshops which are designed to inform disadvantaged students and women in transition about where they can get assistance for specific training and employment-related needs. Instead of holding these seminars/workshops on campus, it may be more beneficial if they could be offered at a location in the students' own community. It may be possible to schedule space in a church or community center, community room of a local bank, or in the conference room of the public library. By holding the seminar out in the community, it may make it easier for some students to find baby-sitting services, or a volunteer could be found to provide that service at the seminar site. These seminars could address such topics as: changing roles of women, exploring nontraditional career options, returning to school, job placement/advancement, and how to plan the time for work as well as family activities.

PROCEDURE:

1. Organize a committee composed of an occupational specialist, a guidance counselor, and an instructor to plan the types of workshops or seminars to be offered.

2. Decide on the location of the seminar.

3. Prepare schedule of seminars and make the necessary reservations.

4. Prepare line-up of speakers.

5. Prepare brochures to announce the seminar; brochures should include: topic, location, cost, time, and dates.

6. Assemble materials to be given as handouts.

7. Determine if child care is needed and provide if necessary.

PERSONNEL:

1. Committee composed of occupational specialist, guidance counselor, and instructor.
2. Secretarial services.
3. Volunteer to provide child care.

BUDGET:

1. Rental of space if necessary.
2. Preparation and printing of brochures and handout materials.
3. Duplicating service for printing of brochures and handout materials.
4. Secretarial time for typing the brochures, as well as for mailing brochures announcing the seminar.
5. Postage to mail the brochures.

EVALUATION:

1. Prepare an evaluation form to be used at the end of the seminar to allow participants to give their impressions of the helpfulness of the topic, cost of the seminar, location, and other services provided.
2. Hold a post-seminar committee meeting to discuss the results of the evaluation forms.

Counseling Strategies

Introduction

Current changes in our society, such as the focus on occupational equity, dictate that counselors implement strategies to overcome stereotyping in vocational education. Two general counseling strategies that are traditionally used to help individuals overcome stereotypical bias include: 1) providing information regarding the wide range of occupations available, and 2) providing support to individuals who wish to enter these occupations. The purpose of this section is to offer an array of strategies which will assist counselors in performing information-giving and supportive functions for nontraditional and disadvantaged students.

Establishing a Mindset

School administrators, vocational counselors, instructors, business and community leaders, community professionals, and parents are key individuals who need to be educated regarding 1) occupational equity and 2) the needs and abilities of nontraditional and disadvantaged students. The first four strategies in this section i.e., 1) "student equity" workshop for in-house staff; 2) equity workshop for local business and industry representatives, feeder high school guidance personnel, administrators, and community professionals; 3) parent awareness workshop; and 4) counselor-instructor brown-bag rap are focused on setting a school and community mindset of occupational equity. Once educated, the community, including the business and professional sectors, can provide nontraditional and disadvantaged students with sex-fair information and a wide range of occupational assistance.

Providing Students Specific Information and Support

The next three counseling strategies contained in this section are as follows: 1) insuring equal treatment of the sexes in vocational orientation materials, 2) insuring equal treatment of the sexes in vocational testing and assessment, and 3) career exploration lab focus on providing accurate and sex-fair information to nontraditional and disadvantaged students. These strategies are aimed at providing students with information which will greatly assist them in selecting vocational occupations based on their personal interests and abilities, rather than stereotypical criteria.

While many nontraditional and disadvantaged students have the abilities and interest to complete vocational training, personal factors may create barriers which often can seem insurmountable to the student. The last four strategies, i.e., 1) support and training workshops for nontraditional educational programs, 2) support groups for nontraditional students, 3) "classic" student support program, and 4) the open-door policy, are strategies geared toward providing

nontraditional and disadvantaged students with supportive counseling during their vocational training. While many students do not need this type of support, for others it can mean the difference between whether or not they complete training.

In sum, the strategies contained in this section are geared toward providing information and support to nontraditional and disadvantaged students whose needs are radically different from those of the rest of the student population in vocational education programs. Through the use of these strategies, nontraditional and disadvantaged students can receive maximal assistance in reducing obstacles to occupational equity.

TITLE: "STUDENT EQUITY" WORKSHOP FOR IN-HOUSE FACULTY

OBJECTIVE: To assist counselors, instructors, and administrators in recognizing stereotypical attitudes toward nontraditional and disadvantaged students, and to develop some strategies for change.

DESCRIPTION: Many nontraditional and disadvantaged students are deterred from entering vocational programs because of misconceptions and stereotypical thinking on the part of administrators and staff. A student equity workshop can be developed to assist vocational personnel in overcoming their biases toward nontraditional and disadvantaged students. The focus of this workshop should be on calling attention to stereotypical thinking and student inequalities, and in gaining assistance to change thinking about stereotyping.

This workshop should contain factual information and participant exercises which create awareness of stereotypical thinking and body language, stereotypical occupational suggestions and stereotypical material on campus. The workshop should also contain an underlying theme of "now that a particular bias has been discovered, how can we change?"

PROCEDURE:

1. Organize a workshop committee consisting of a vocational counselor, school instructor, administrator, and nontraditional/disadvantaged student consultant.

2. Outline the themes to be covered in the workshop: creating awareness of societal and personal bias toward nontraditional and disadvantaged students, the responsibility of vocational personnel in promoting student equality, identification of inadvertent school activities or policies which deter nontraditional and disadvantaged students, identification of strategies for change, and eliciting institutional support for change.

   Activites which address these themes could include the following:

   a. Design three role plays which describe a "typical" stereotypical interaction between a potential nontraditional and/or disadvantaged student and a) a counselor, b) an instructor, and c) an administrator. Have the audience break into small groups to discuss ways they might inadvertently deter students.

b. Use exercises or indexes which help the workshop attendees become aware of their stereotypical attitudes. Ask the participants to identify insights they gained.

c. Show a film which challenges the stereotypical beliefs regarding nontraditional and disadvantaged students in the labor force. Divide the audience into groups and have them discuss how personal, family, and educational influences hinder these students in gaining occupational equity.

d. Have a nontraditional speakers panel consisting of three or four nontraditional and disadvantaged students currently in occupational settings. Have them discuss the steps they took to achieve their goals, what type of support was helpful, what additional types of support they need. Allow time for audience questions and interaction.

e. Conduct a strategies session to list the necessary strategies for change in your particular setting. Appoint committees to incorporate the changes within the system. Plan a follow-up meeting.

3. Prepare written plans and objectives for the workshop.

4. Determine dates, time schedule, location, and potential participants.

5. Meet with administration to present plans and discuss activities.

6. Secure workshop materials, i.e. awareness exercise, role plays, nontraditional speakers, films, strategies--chalkboard, etc.

7. Establish agenda.

8. Establish registration procedures.

9. Send announcements and notify participants.

10. Prepare name tags, secure audiovisual equipment, and double check on details.

PERSONNEL:

1. Committee members consisting of a school vocational counselor, instructor, administrator, and nontraditional/disadvantaged student consultant.
2. Workshop staff--workshop speakers, persons who will administer materials and operate media equipment.
3. Nontraditional speakers panel.

BUDGET:

1. Staff, committee, and consultant salaries.
2. Instructional materials.
3. Film and equipment rental fees.
4. Refreshments.

EVALUATION: Have each person complete a short form evaluating whether or not the strategy-workshop objective was achieved. Compile the information and, if possible, conduct suggested follow-up activities. Compile the "options for change" determined by the participants and present these to administration. Plan a follow-up meeting to see that administration appoints individuals/committees to make the necessary changes.

TITLE: EQUITY WORKSHOP FOR LOCAL BUSINESS AND INDUSTRY REPRESENTATIVES, GUIDANCE PERSONNEL AND ADMINISTRATORS, AND COMMUNITY PROFESSIONALS

OBJECTIVE:

1. To sensitize local business and industry representatives, high school guidance personnel and administrators, and community professionals, to recognize stereotypical attitudes toward nontraditional and disadvantaged students.

2. To assist participants to develop strategies for change.

DESCRIPTION: In order to effectively reduce bias against nontraditional and disadvantaged students, cooperation from business and industry, guidance personnel, and community professionals is essential. This workshop can be effective in both reducing stereotypical thinking and in gaining assistance from business and industry for equity activities.

The equity workshop can assist the above individuals in overcoming their biases toward nontraditional and disadvantaged students and in developing some options for change. This workshop should contain factual information and participant learning exercises which create awareness of guidance and occupational practices which deter students from achieving occupational equity. The second underlying theme of this workshop should address "How can we develop options for changing bias in our locale?"

PROCEDURE:

1. Organize a workshop committee consisting of a vocational counselor, and administrator, school guidance counselor, a business leader, and a nontraditional/disadvantaged student consultant.

2. Outline themes to be covered in the workshop. Some themes which can be developed are: creating an awareness of vocational and industry bias toward nontraditional and disadvantaged workers, the responsibility of vocational and industry personnel in promoting occupational equality; identification of inadvertent activities or policies which hinder occupational equity; identification of strategies for change; and, obtaining the necessary support for change.

Activities which might address these themes are as follows:

a. Use exercises or indexes which help the workshop attendees become aware of their stereotypical attitudes. Ask the participants to identify insights they gained.

b. Show a slide presentation or videotape which challenges stereotypical bias by illustrating nontraditional and disadvantaged students in occupational settings. Divide the audience into groups and have them discuss how educational and industrial biases hinder these students in gaining occupational equity.

c. Have a nontraditional speakers panel consisting of three or four former nontraditional and disadvantaged students currently in occupational settings. Have them discuss the steps they took to achieve their goals, what type of support was helpful, what additional types of support do they need. Allow time for audience questions, and interaction.

d. Conduct a strategies session to list the necessary strategies for change in your particular setting. Appoint committees to design plans to incorporate the suggested changes. Plan a follow-up meeting.

3. Prepare written plans and objectives for the workshop.

4. Determine dates, time schedule, location, and potential participants.

5. Meet with administration to discuss workshop plans and to obtain administration support.

6. Secure workshop materials, e.g. awareness exercises, slide/video presentation, nontraditional panel, and strategies chalkboard.

7. Establish the agenda.

8. Establish registration procedures.

9. Send announcements and notify participants.

10. Prepare name tags, secure audiovisual equipment, and double-check on details.

PERSONNEL:

1. Committee members consisting of a vocational counselor, and administrator, a high school guidance counselor, a business leader, and a nontraditional disadvantaged student consultant.

2. Workshop staff--workshop speakers, persons who will administer materials, and operate media equipment.

3. Nontraditional speakers panel.

BUDGET:

1. Staff, committee and consultant salaries.

2. Instructional materials.

3. Film and equipment rental fees.

4. Refreshments.

EVALUATION:

Have each person complete a short form evaluating whether or not the strategy workshop objective was achieved. Compile the information, and if possible, conduct suggested follow-up activities. Compile the "options for change" determined by the participants and present them to administration. Plan a follow-up meeting to see that administration appoints individuals/ committees to make the necessary changes.

TITLE: PARENT AWARENESS WORKSHOP

OBJECTIVE: To provide parents with information about nontraditional vocational programs and activities to enable them to help their children make informed occupational decisions.

DESCRIPTION: Research (Project Beacon, 1978)* indicates that both females and males rely more heavily on career advice from family members than from any other source. This strategy should be helpful in calling attention to stereotypical notions held by parents which may inadvertently create occupational barriers. This strategy helps to neutralize parental resistance and at the same time helps to increase parental support of nontraditional occupations.

The workshop should consist of a series of activities for parents of potential or current nontraditional and disadvantaged students. Among the acitvities may be group discussions, film or filmstrip presentations, and may use such materials as attitudinal checklists, current and factual occupational information materials, etc. As a result of this workshop, parents would understand and, therefore, be more supportive of their child's occupational choice and may additionally be willing to volunteer in other support activities.

PROCEDURE:

1. Organize a committee consisting of a vocational counselor, school instructor, administrator, and an interested parent.

2. Outline the themes to be covered in the workshop: create awareness of how external forces such as personal, family, and social influences may prevent individuals from selecting nontraditional careers; create awareness of the current societal changes which are aiding nontraditional and disadvantaged students in achieving occupational equity; present factual information on the realistic/economic importance of employment; and describe activities parents can do to specifically aid their children in achieving occupational equity.

3. Decide which activities address these themes. Possible activities are to:

*Project Beacon, State of Maine, Department of Education and Cultural Services (August 1978).

a. Use exercises or indexes which help parents become aware of their stereotypical attitudes. Ask the participants to identify insights they gained.

b. Show a film which challenges the stereotypical beliefs regarding nontraditional and disadvantaged workers in the labor force. Divide the audience into groups and have them discuss how personal, family, and educational influences hinder these students in gaining occupational equity.

c. Show a filmstrip or videotape which challenges stereotypical bias by illustrating nontraditional and disadvantaged workers in occupational settings. Allow time for questions from the audience.

d. Have a panel consisting of three or four former nontraditional and disadvantaged students currently in occupational settings. Have them discuss the steps they took to achieve their goals, what type of support from parents was helpful and what additional type of support from parents they would have liked. Allow time for questions from the audience.

3. Prepare written plans and objectives for the workshop.

4. Determine dates, time schedule, location, and how to contact potential participants.

5. Meet with administration to discuss workshop plans and to obtain administrative support.

6. Secure workshop materials, e.g. awareness exercises, slide/video presentation, nontraditional panel, strategies, chalkboard.

7. Decide on the agenda.

8. Prepare publicity materials for media; make poster/announcements to be placed in shopping malls, grocery stores, public library, and other key locations.

9. Establish registration procedures.

10. Send announcements to notify participants.

11. Prepare name tags, secure audiovisual materials, and double-check on details.

PERSONNEL:

1. Committee members consisting of a vocational counselor, school instructor, administrator, and an interested parent.

2. Workshop staff--workshop speakers, persons who will administer materials, and operate media equipment.

3. Panel of nontraditional workers.

BUDGET:

1. Staff, committee, and consultant salaries.

2. Instructional materials.**

3. Film and equipment rental fees.

4. Refreshments.

EVALUATION: Have each parent complete a short workshop evaluation form evaluating whether or not the strategy workshop objective was achieved. Compile the information and, if possible, conduct any suggested follow-up activities. Compile the parent support strategies determined by the participants and mail these to the parent participants.

**Other Parent Workshop materials may be obtained from the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210. Request Research and Development Series N0215C.

TITLE: COUNSELOR/INSTRUCTOR BROWN-BAG RAP

OBJECTIVE: To provide a regular meeting time and forum where counselors and instructors can discuss the problems and needs of nontraditional and disadvantaged students.

DESCRIPTION: Many times, counselors and instructors need a formalized meeting time to exchange ideas and information or discuss problems regarding nontraditional and disadvantaged students. Most vocational school schedules do not formally contain this meeting time. The focus of the brown-bag rap strategy is to establish a regular meeting time where instructors and counselors can (1) put their heads together to deal with specific problems of nontraditional and disadvantaged students, and (2) provide a forum for idea exchange on how best to recruit and serve these students.

These sessions can also enable vocational schools to attract and retain a greater percentage of the nontraditional and disadvantaged student populations. For example, in one vocational setting nontraditional and disadvantaged scholarship funds were obtained from local businesses as a result of a brown-bag discussion.

PROCEDURES:

1. Organize a committee of one counselor, one administrator, and one instructor to be in charge of organizing, scheduling, and evaluating the brown-bag luncheons.

2. Obtain administrative support/permission.

3. Appoint a counselor to head a brown-bag session for each program area.

4. Prepare a brief write up of the program to inform instructors of the purposes and nature of the activities. Include a brief questionnaire soliciting ideas/problems/issues they would like to discuss at the luncheons.

5. Establish a regular luncheon place and time for each program division in the school. Most divisions meet every two weeks. This time may be varied every other week to accommodate staggered lunch schedules.

6. Have the counselor representing each program division compile the topics of interest.

7. Using these identified topics, have counselors establish agendas for the luncheons. Allow some time for "open discussion" of pressing problems that may have just developed or an information exchange on very current issues.

8. After an agenda has been determined, have counselors send attractive and personalized invitations.

9. Post the schedule of brown-bag rap sessions at faculty lounges and administrative offices.

PERSONNEL:

1. Committee members consisting of one counselor, one administrator, and one instructor.

2. Counselors in charge of each session.

BUDGET:

1. Honorarium for committee, counselors.

2. Cost of invitations.

3. Cost of printing questionnaires and agendas.

EVALUATION: Appoint one individual at each of the brown-bag rap sessions to record minutes. Compile the minutes. Have the committee review the minutes on a bi-annual basis to determine if the strategy objective is being met. Have the committee meet with the counselors to report on the review and to exchange information on the various activities each division is conducting. Revise the brown-bag luncheons as per input from these meetings.

TITLE: INSURING EQUAL TREATMENT OF THE SEXES IN VOCATIONAL ORIENTATION MATERIALS

OBJECTIVE: To revise or replace occupational orientation materials that contain biased or stereotypical information.

DESCRIPTION: Students of both sexes should be given factual information about both traditional and nontraditional occupations. Career information materials need to be revised or replaced so that they do not promote stereotyping.

In all career orientation materials, all students should be shown as having and exercising the same career options. Information or terms that tend to exclude nontraditional or disadvantaged students should be avoided whenever possible. For example, there are many substitutes for "man" words, i.e., the "best man for the job" can become the "best person for the job."

Demonstrations, career orientation materials, films, and computerized programs should reflect the fact that occupations are open to all. All career materials should contain factual information which indicates that any student may select a particular occupation, provided the student has the proper abilities and interest.

PROCEDURE:

1. The personnel in charge of this strategy should appoint a committee consisting of two vocational counselors, an administrator, and a nontraditional/disadvantaged career orientation consultant to examine and identify career orientation materials.

2. Provide the committee with guidelines which recognize sex-role stereotyping in vocational educational materials.*

3. Using the guidelines, have the committee conduct an assessment of all career orientation materials.

*Guidelines to help recognize sex-role stereotyping can be obtained from The Division of Vocational Education, The Florida Department of Education, Dissemination Diffusion Section, Knott Bldg., Tallahassee, FL 32301. Request information on the Expanding Vocational Options of Displaced Homemakers Project.

4. Formulate a plan for material revisions/replacements.

5. Secure the necessary administrative permission to complete revisions/ replacements.

6. Assign staff replacement/revision duties.

7. Assign staff responsibilities for obtaining new career materials.

PERSONNEL:

1. Committee identifying stereotypical material.

2. Staff who secure replacements.

3. Staff who write necessary revisions.

BUDGET:

1. Material replacement cost.

2. Material revision and reprinting costs.

3. Staff time.

EVALUATION: Appoint a second committee to review potential revision/replacement materials. Have the committee conduct the sex-fair assessment of the potential materials. Prepare follow-up report for administration.

TITLE: INSURING EQUAL TREATMENT OF THE SEXES IN VOCATIONAL TESTING AND ASSESSMENT

OBJECTIVE:

1. To conduct a review of testing and inventory instruments used by the school.

2. To revise or replace vocational testing and assessment materials which contain stereotypical bias.

DESCRIPTION: Many current psychometric interest inventories provide males and females with divergent sex-typed occupational suggestions. This strategy can assist vocational personnel in identifying vocational and testing assessment materials that contain stereotypical assessment bias. The outcome of this strategy is sex-fair vocational testing which assists students in identifying vocational training programs selected on a sex-free basis of interest and abilities.

PROCEDURES:

1. The personnel in charge of this strategy should appoint a committee familiar with psychometric evaluation to examine testing instruments and to identify sex bias. The committee should include vocational counselors and a psychometric consultant.

2. Provide the committee with the guidelines for sex-fair testing.*

3. Using the guidelines, have the committee conduct an assessment of all psychometric materials.

4. Formulate a plan for material revisions/replacements.

5. Compile the potential psychometric interest inventories for review by an outside psychometric consultant.

6. Make necessary revisions as per consultant's recommendations.

*Guidelines can be obtained from A Handbook for Workshops on Sex Equity in Education by Mary Allen Verheyden-Hilliard, developed for the Department of Health, Education, and Welfare, National Institute of Education, Washington, DC 20208 or Expanding Vocational Options of Displaced Homemakers Project obtained from The Division of Vocational Education, The Florida Department of Education, Dissemination Diffusion Section, Knott Bldg., Tallahassee, FL 32301

7. Secure the necessary administrative permission to complete revisions/ replacements.

8. Assign staff revision/replacement duties.

PERSONNEL:

1. Committee personnel.

2. Psychometric consultant--individuals who could serve in this capacity include: school psychologists serving the local school system, career guidance counselors, college or university vocational testing professionals.

BUDGET:

1. New testing materials.

2. Cost of replacement materials.

3. Consultant fee (some individuals may serve in this capacity for free).

EVALUATION:

Have the psychometric consultant conduct an evaluation of the potential replacement materials and/or make recommendations for revisions. Make the necessary changes and obtain consultant approval. Write up report of procedures and designated testing materials for administration.

TITLE: CAREER EXPLORATION LAB

OBJECTIVES:

1. To expose women and disadvantaged students to a variety of career options which may be nontraditional for their sex or cultural grouping.

2. To give students accurate, realistic occupational information.

3. To determine if a student has the ability and interest to enter a particular occupation.

DESCRIPTION: The Career Exploration Lab can be used to help prospective students make informed decisions about vocational occupations. The focus of this strategy is to ensure that the student and the occupation are matched. The student is given detailed information about desired occupations and is also tested for ability and interest. In some career occupation labs, students actually have "hands-on" experience with a particular occupation, while in others, videotapes or slide presentations are used to describe the work performed on a particular job.

The following alternatives are examples of how some career exploration labs operate:

Alternative 1:

The outreach recruiter brings the student to the career exploration lab to meet with a counselor. The counselor discusses with the student the various types of occupations in which the student may be interested. The student is encouraged to explore as many occupations as he or she chooses. The student then actually receives "hands-on" experience with the particular occupations of interest. For example, the career exploration lab contains a kitchenette where the student actually prepares and cooks food. Some operations of all the training programs which the vocational center offers can be observed or sampled by the propspective student in the lab.

After the student has sampled the desired occupations, he/she discusses with the counselor the occupations he/she is interested in pursuing. The counselor then conducts an assessment using appropriate vocational aptitude tests,

personality inventories, etc. to determine which of the selected occupations the student is best suited. Based on the student's occupational selection and the assessment information, the counselor and student process all of the information to aid the student in arriving at an informed decision.

Alternative 2:

Some vocational facilities may not have the space or equipment to produce mini-occupational settings. Instead, they may choose to show video tapes or slide presentations which accurately and realistically describe the types of work performed on a particular job. These media presentations should also be available in Spanish and Creole. Other institutions utilize computerized programs such as CHOICES or COIN to help prospective students make career choices. It should be noted that some institutions choose to use varying combinations of the mini-labs, video/slide tape presentations, and computerized programs.

Vocational interest and personality inventories are also used in conjunction with media or computerized career exploration. This enables the counselor to determine if the student possesses the necessary characteristics to perform the occupation. It should be noted that some career exploration labs have available various bilingual para-professionals who can assist students who speak a language other than English.

PROCEDURE:

1. Determine with administration the type of career exploration lab format, materials, and personnel best suited to the institution.

2. Prepare a budget for the purchase of materials and operation of the lab.

3. Identify the appropriate site for the career exploration lab.

4. Select the appropriate vocational instruments and personality inventories. Ascertain that the materials are sex-bias free. Assure that the print and visual material contains representations of women and minorities performing tasks which may be considered nontraditional.

5. Make a priority list of the necessary materials; software and hardware.

6. Obtain the necessary materials and equipment.

7. Determine staff responsibilities.

PERSONNEL:

1. Staff persons in charge of the selection and acquisition, through purchase or other means of career exploration materials.

2. Instructor-consultants for the lay-out and content of their respective program mini-labs.

3. Counselor(s) to conduct vocational and personality assessments.

4. Counselor(s) to meet with prospective students to process information.

BUDGET:

1. Materials and labor costs to produce mini-occupational laboratories; or

2. Materials and production costs for video tape and/or slide presentations.

3. Salaries for career lab personnel.

EVALUATION:

Strict tabulations of the number of students recruited using the career exploration lab facilities should be computed and compared over time. Prospective students should fill out an evaluation form designed by the vocational staff to determine which of the varying career exploration activities were helpful/not helpful. Information regarding recommendations for improvement should also be requested on the evaluation form. Revisions should be made as per input from evaluations.

TITLE: SUPPORT AND TRAINING WORKSHOP FOR NONTRADITIONAL STUDENTS ADJUSTING TO VOCATIONAL EDUCATION PROGRAMS

OBJECTIVES:

1. To provide initial guidance and training for nontraditional students entering vocational education programs and to address problems in making role transitions through seminars and workshops.

2. To assist mature students to cope with making role transitions.

DESCRIPTION: Seminars and workshops can be developed which address the specific needs of nontraditional students who are in various stages of adjustment to their programs. A series of workshops can be developed to cover each of the following themes:

1. Self-assessment--in which students are trained to identify aptitudes and interests and ways of modifying self-defeating attitudes.

2. Values and lifestyles--in which students are encouraged to examine alternative roles and career values.

3. Effective communication--in which students become more aware of the communication process and are trained to become more effective listeners.

4. Career exploration--in which students are provided with an opportunity to explore nontraditional career options, as well as the skills and training necessary for such careers.

5. Expanding educational opportunities--in which students who are reentering school after a period of being away can receive reorientation and/or continuing education and recreational or enrichment programs can be explored.

PROCEDURE:

1. Arrange for psychologists or occupational specialists in each of the areas cited to develop workshops for nontraditional students.

2. Set aside a convenient five- or six-week period during which workshops can be held--with a different seminar offered each week.

3. Assemble workshop materials, e.g. handouts, programs, etc.

4. Arrange facility space.

5. Notify students through posters and mailouts about the seminars being offered.

6. Prepare a short press release announcing the seminar.

PERSONNEL:

1. A group of psychologists and/or occupational specialists to develop and conduct the seminars.

2. Staff persons to arrange schedules, physical facilities, and take care of mailouts and sending out information.

BUDGET:

1. Fees for workshop instructors.

2. Materials and printing costs.

3. Postage.

EVALUATION:

Survey incoming nontraditional students before and after workshops are offered to determine to what extent students are being helped in their adjustment to vocational education.

TITLE: SUPPORT GROUPS FOR NONTRADITIONAL STUDENTS

OBJECTIVE: To provide nontraditional and disadvantaged students with assistance in coping with problems associated with the choice of a nontraditional training program.

DESCRIPTION: Organizing support groups for nontraditional and disadvantaged students will provide them with assistance in coping with problems associated with the choice of a nontraditional career. Nontraditional and disadvantaged students in training programs often need assistance in coping with external forces that interfere with their choosing a career or completing training.

The support group will serve as a forum where students can discuss the flak or interference they receive from family, friends, other students, and even instructors and administrators. Participants learn how family, friends, school, and social groups influence behavior. Students examine how these influences can interfere with their chosen vocations and derive solutions to interference problems.

PROCEDURE:

1. Determine the group format and select a counselor to lead the support group. The format of the support group sessions should be flexible so that they can address the problems of the students in a particular locale. For example, one locale may have a large number of Hispanic women who may need to focus on how their particular culture impacts and influences women to behave traditionally. Another group may be more interested in how to cope with instructor bias. It is also recommended that a list of local support services that students may utilize be provided and discussed at the beginning of the group's sessions. Typically, these groups start the second week of class and run one night a week--two hours a night--for eight weeks.

2. Determine the place and time that the group meeting will be held.

3. Develop flyers to advertise the group sessions and schedule.

4. Send flyers to instructors and place on bulletin boards in student centers and other key locations.

5. Gather any materials, such as local support services lists, starter exercises, occupational information, etc. that you may want to share with the group.

PERSONNEL: A counselor to lead the group.

BUDGET:

1. Materials and reproduction costs for the flyer.
2. Printing/reproduction costs of handouts.
3. Counselor's salary.

EVALUATION:

1. Design a short evaluation form asking the participants the following: the three things they liked most about the group sessions, the three things they liked least, and recommendations or suggestions for the future. Revise the group format as per input from participants.
2. Have the counselor tabulate the number of students using this service and the number completing training.
3. Have an administrator conduct a cost-benefit analysis to determine if enough women are using the service to warrant its continuation.

TITLE: "CLASSIC" STUDENT SUPPORT PROGRAM

OBJECTIVE: To provide incoming students with peer support to help them adjust more effectively to their training program.

DESCRIPTION: A program can be developed to provide incoming nontraditional and disadvantaged students with assistance from volunteer graduates in their particular technology. The strategy consists of recruiting volunteers among former students or "classics" to assist incoming students for a two-month period. The "classic" provides assistance largely through peer support, i.e., answering questions about the training program, the school's policies or facilities, occupational outlook, etc.

Incoming students are typically informed of this service by their instructors. New students are assigned to "classics" in the same or a similar technological area. The number of "classics" needed may vary, but twenty "classics" and twenty charges (prospective students) is a reasonable number for the sponsored activities.

PROCEDURE:

1. Select a counselor to be in charge of conducting this strategy.

2. Determine the personnel, e.g. contact persons, and the procedures of the program, e.g., how and whom incoming students should contact, how and whom interested "classic" volunteers should contact, how the "classics" and the charges will be assigned, how these two individuals will make initial and continued contact, and what the responsibilities of each party would be.

3. Recruit "classics", i.e., former students, and students who are about to graduate for postgraduation service.

4. Provide instructors with copies of the "classic" program description and the procedures interested participants should follow.

5. Hold an orientation meeting to inform the "classics" about the purpose of the program, their responsibility in providing support and information to their nontraditional charges, etc.

6. Host a monthly picnic or brown-bag lunch that "classics" and their charges attend. Have each "classic" and charge briefly report on the type of assistance given/received. Devise solutions for any problems.

7. Include in a newsletter, news about or make bulletin board announcements regarding a "classic's" promotions, charges, achievements, etc.

8. Present "classics" with certificates of appreciation for serving as volunteers.

9. Make attractive flyers to give to instructors to continue recruitment of graduating students.

PERSONNEL:

1. Counselor in charge of program.

2. Former students to serve as "classic" volunteers.

BUDGET:

1. Honoraria for counselor in charge of program.

2. Instructor announcement and flyer reproduction costs.

3. Refreshments at orientation meetings.

4. Printing of certificates of appreciation.

EVALUATION:

1. Ask an administrative consultant to attend the monthly activity meetings to determine if the strategy objective is being achieved.

2. Design a brief evaluation form which elicits information from student participants on the types of assistance and activities they find most helpful, and suggestions for improvement. Have the consultant review these evaluations and make recommendations. Incorporate the consultant's recommendations.

3. Conduct a cost-benefit analysis examining the number of students using this service versus the amount of counselor services and budget costs. Determine if the strategy warrants continuation.

TITLE: THE OPEN-DOOR POLICY

OBJECTIVE: To give students access to the administrative "ear."

DESCRIPTION: The purpose of this strategy is to have an "open door" through which students can have a dialogue with an administrator. Students are encouraged by instructors, counselors, and administrators to write letters to the administration regarding any complaints or suggestions. If the complaint or suggestion involves a faculty member, curriculum change, etc., the matter is to be taken up with the area department head to determine what specific action can be taken. Students, in return, receive a letter outlining the administration's response.

PROCEDURE:

1. Appoint an administrative liaison in charge of the open-door policy and who will be responsible for responding to student letters.

2. Send a memo to faculty, counselors, and administrators describing the school's specific procedures for the open-door policy, i.e. , where to send the letter, how it will be handled.

3. Follow-up with a reminder memo in the beginning of each new semester.

PERSONNEL:

1. Open-door liaison person.

2. Department head.

3. Cooperating faculty, counselors, and administrators.

BUDGET:

1. Stationery to respond to students in writing.

2. Administrative liaison's salary.

EVALUATION: The liaison person should keep a log of the number of students using this service, the types of complaints and the remediation actions necessary. A cost-benefit analysis should be conducted by an administrator to determine if the service is being used adequately to warrant its continuation.

Training and Pre-Training Strategies

Introduction

The increasing enrollment of nontraditional students in many areas of vocational training in recent years has necessitated the reevaluation of curriculum development strategies. It is the purpose of this section to offer some guidelines for developing training and pre-training strategies which will help address many of these needs.

Many nontraditional and disadvantaged students require specialized academic and program-related remedial training. In response to this need, the following forms of remedial and pre-training strategies have been recommended: 1) the development of Individualized Manpower Training System (IMTS) facilities, 2) the creation of basic orientation packages for students entering a given program area, 3) the formation of a structured tutoring network in which students can help one another in program-related courses, and 4) the implementation of a work exploration lab which can provide students with diagnostic and aptitude testing services and opportunities to explore various training and occupational options.

The modification of training techniques has also been identified as an important consideration, in light of the needs presented by many nontraditional and disadvantaged students. Some suggested strategies in this area include: 1) training workshops for instructors to acquaint them with the needs of the nontraditional student and to enable them to explore various options for curriculum development, 2) the utilization of inputs from business/industry advisory board members in curriculum planning activities, 3) the modification and expansion of instructional methods and materials, and 4) the adoption of an individually-based, compentency skills curriculum format which can accommodate individual learning differences and thereby permit students to learn and proceed at their own pace.

TITLE: ESTABLISHING AN INDIVIDUALIZED MANPOWER TRAINING SYSTEM (IMTS)

OBJECTIVE: To provide a system to women and disadvantaged students where they may receive assistance in basic skills which will help them to remain in nontraditional vocational programs.

DESCRIPTION: An organizational structure known as the Individualized Manpower Training System (IMTS) has been developed through support provided by the Florida Department of Education's Division of Vocational Education. IMTS is a remedial service for vocational students which includes: 1) assessment techniques to help students identify educational objectives and individual weaknesses in basic academic skills, 2) well-equipped Learning Resource Centers (LRC) where students can complete prescribed study modules and strengthen skills, and 3) evaluation techniques which are capable of helping students achieve maximum learning with greatest flexibility and adaptability to fulfilling individual needs.

PROCEDURE:

1. Contact the State Department of Education, Division of Vocational Education. (The Division has promoted implementation of IMTS into vocational schools and programs so that schools' beginning IMTS projects receive grants to underwrite part of the first-year operating and start-up costs.)

2. Write a project proposal. Components include justification and need, number of students to be served, a facility floor plan, staffing arrangements, and hardware and software needed for the LRC.

3. Arrange for a staff training workshop to be conducted after the local program's operating staff has been appointed and the facility is ready. This workshop will prepare staff to operate the system, including analyzing student needs, prescribing study schedules, managing student progress, evaluating outcomes, coordinating with other programs in the school, and administering the IMTS.

PERSONNEL:

1. Operating staff recommendations include one instructor and two paraprofessionals to staff a 30-student program.

2. One additional staff person is required to conduct the evaluation component.

3. Additional personnel to be available if the LRC is open during the evening hours.

BUDGET:

1. Building renovations.

2. Hardware for the LRC.

3. Software.

4. Staff salaries.

EVALUATION: Determine usage of the facility through a student sign-in procedure to provide statistics for continuation of the program. Determine the numbers of students who are referred by instructors and guidance counselors in order to determine how students learn about the service available in the IMTS.

TITLE: REMEDIAL TRAINING THROUGH AN INDIVIDUALIZED MANPOWER TRAINING SYSTEM

OBJECTIVE: To provide students who are deficient in basic academic skills with organized remedial services.

DESCRIPTION: Students who are deficient in basic academic skills are channeled by instructors into the organized tutoring services offered through the Individualized Manpower Training System (IMTS). The IMTS lab is geared specifically toward individualized instruction. The varying types of instructional services provided by the IMTS lab may include: computerized math or reading programs, individualized tutoring in math or reading, instruction in English as a second language, or vocational English instruction aimed solely toward a specific occupational program, etc. Students are referred to the lab by either their instructors or counselors who determine that a student needs remedial assistance before he/she will be accepted into a training program.

The Individualized Manpower Training System also has paraprofessionals available to actually assist the student in a classroom setting. For example, a deaf student may need a paraprofessional to sign a classroom lecture, or a Haitian student may receive assistance from another Haitian student in learning the specific English names and usage of particular industrial tools. All of these activities are structured to provide support and assistance to non-traditional and disadvantaged students.

PROCEDURE:

1. Determine with administration the types of remedial services needed by the population to be served. These services typically include:

   Instruction in math remediation curricula
   Instruction in English remediation curricula
   Instruction in a computerized math remediation program
   Instruction in a computerized English remediation program
   Curricular material development and assistance to deaf or blind students
   English assistance programs e.g., bilingual paraprofessionals teaching foreign students

2. Prepare a budget for the development of new programs, evaluation material, and the operation of the IMTS.

3. Prepare a master schedule for the development of new programs.

4. Select/hire the staff consultants to develop programs.

5. Develop the necessary programs and evaluation materials.

6. Identify materials/equipment to be used in the program.

7. Establish a priority list for procuring these materials.

8. Determine the IMTS site and procure lab materials.

9. Hire staff to operate the IMTS center.

10. Prepare and send a services description to faculty, administrators, and counselors.

PERSONNEL:

Development Costs:

1. Stipend or honorarium for instructional program developers, consultant.

2. Refreshments for committee meetings

3. Materials, printing costs.

4. Costs of developing software for computerized programs.

5. Purchase of prepared print, audio-visual materials.

6. Rental of equipment

Operating Costs:

1. Salaries of Center Staff

2. Honorarium for instructors, paraprofessionals

EVALUATION:

1. Send out a survey to instructors to determine how many are aware of the IMTS services and if students are referred to it.

2. Keep a detailed log of how many students are using the services, which services they are using, and whether they complete the training program after IMTS assistance.

3. Design an evaluation form which asks students to evaluate which services were most helpful and to make recommendations for future services. Make IMTS lab revisions according to evaluation results.

4. Conduct a cost-effectiveness analysis to determine if the number of students using the lab services is enough to warrant continuation.

5. Review the existing referral system to determine whether the students who need the IMTS services are being reached.

6. Institute a follow-up program. This can consist of: 1) regular meetings between IMTS staff and instructors for the purpose of reviewing individual student progress, 2) meetings between staff and students to review student progress.

TITLE: PROGRAM TERMINOLOGY AND EQUIPMENT ORIENTATION PACKAGE

OBJECTIVE: To give nontraditional and/or disadvantaged students a basic understanding of program terminology and equipment.

DESCRIPTION: A basic orientation package for students nontraditional to a given program can be designed to acquaint them with program-related terminology and the fundamentals of equipment use. The orientation package will consist of audiovisual materials; printed handouts, specifically, a glossary of terms and illustrations of basic equipment; and equipment/materials demonstrations. Terminology specific to the program will be defined and explained. Students will obtain practical knowledge of how each tool is used and the appropriate functions and working parts of all equipment and tools.

PROCEDURE:

1. Organize a small committee, consisting of faculty members in each given program area.
2. Determine outline of basic orientation package by identifying important terminology, equipment/materials, and the approach for teaching said material with which students should become familiar.
3. Develop instruction and materials.
4. Develop/purchase audiovisual materials, flip charts and other illustrations, and/or filmstrips which will facilitate the learning process.
5. Arrange for a "dry run" of materials.
6. Develop education materials, *e.g.*, self-administered tests.
7. Set aside a one- or two-week period at the beginning of the school year or a portion of the introductory course to allow all students an opportunity to become acquainted with terminology and equipment through the the application of the basic orientation package.

PERSONNEL:

1. Committee consisting of instructors from a given program area.

2. A coordinator, who is either an instructor or administrator, who will be responsible for finalizing the content of the orientation package.

BUDGET:

1. Materials and printing costs for handouts.

2. Audiovisual materials, such as filmstrips or charts to identify equipment and materials parts.

EVALUATION:

Keep the orientation package available for student use throughout the duration of the program in an easily accessible, central location. Evaluate student competencies through "hands on" experience with equipment and materials, or a self-administered mastery exam.

TITLE: "BREAK-IN" CLASSES

OBJECTIVE: To provide "break-in" classes for students who don't have the background needed for success in entry-level classes.

DESCRIPTION: Many disadvantaged and nontraditional students are often deficient in various preparatory skills which ease the transition to vocational education environments. In addition, many students do not ordinarily enroll in certain vocational programs because of sex, race, ethnicity, social class or other characteristics which are different from the "norm" student in that program. Exploratory enrollments should be encouraged and special assistance provided to students who may not share the informal background in the skill area of the typical person enrolled in the program. To enhance this process of transition, special "break-in" classes for nontraditional students should be instituted for the different programs. Break-in classes could provide training in course-related terminology, tool recognition and use, and informal knowledge and taken-for-granted assumptions common to the learning of program-related skills.

PROCEDURE:

1. Organize a committee of administrators and instructors for each program area who want to develop "break-in" classes.

2. Develop content and structure of classes which would allow non-traditional students opportunities to receive background training in a program area:

   a) terminology;

   b) tool and equipment use; and

   c) general background information.

3. Assign facility space and determine schedule which will be convenient for both instructors and students.

4. Develop/assemble/purchase necessary training materials.

BUDGET:

1. Salaries for administrators and instructors.

2. Training materials costs.

EVALUATION: Survey nontraditional students currently enrolled in vocational programs to obtain input from students regarding deficiencies in their own background training of which they have become aware after starting their educational program. Compare test scores of nontraditional students who do not attend "break-in" classes with those who do, while controlling for extraneous variables.

TITLE: STRUCTURED TUTORING SYSTEM

OBJECTIVE: To provide individual assistance to students in basic education and program-related courses.

DESCRIPTION: A structured tutoring network can be developed in which a tutor coordinator and program instructors select student tutors on the basis of knowledge in a given subject area and relevant personality variables, *e.g.*, the ability to work effectively with nontraditional students, academically disadvantaged, or limited-English-proficient students. Tutors from minority groups may prove to be effective in helping students from their own cultural groups. The coordinator should manage all tutor activities and act as a liaison between instructors and tutors. The tutors are responsible only for instruction and guidance and are not to handle test grading or classroom bookkeeping. Students are referred to tutors on the basis of instructor recommendations or through self-referral. The tutors are paid for their services from school funds.

PROCEDURE:

1. Coordinator organizes a committee of instructors in each program area.
2. Instructors nominate students whom they feel meet the criteria to be selected as tutors.
3. Potential tutors are contacted and informed of the tutoring system.
4. Tutoring volunteers are given an orientation to the characteristics of the population with which they would work and basic training.
5. Coordinator prepares a schedule of tuturing services and sites.
6. Coordinator announces tutoring program and posts schedule.
7. Coordinator monitors program and meets with tutors regularly.

PERSONNEL:

1. Tutor coordinator.
2. Tutors selected by instructors.

BUDGET:

1. Bookkeeping materials and tutoring instructional materials for coordinator.
2. Instructional materials for tutors.
3. Coordinator salary.
4. Tutor stipends.

EVALUATION:

1. Tests could be given to students both before and after receiving tutoring in specific program-related areas of instruction.
2. Follow-up meetings between instructors and tutors, as arranged by coordinators, to evaluate progress of tutees.

TITLE: WORK EXPLORATION LAB

OBJECTIVE: To give women, minorities and disadvantaged students an opportunity to explore nontraditional training and job options.

DESCRIPTION: Placement of students into relevant pre-training and training programs can be facilitated through the development of a work exploration lab. The work-exploration labs will offer the following services: 1) diagnostic and aptitude testing; 2) coordinated printed and audiovisual materials to guide students to relevant courses and/or to identify other learning resources; and 3) providing information on program and other academic requirements in order to enable students to make realistic educational goals. All students will receive a basic orientation workshop to familiarize them with the existence, location, and how to gain access to materials and services available in the work exploration lab.

PROCEDURE:

1. Appoint/hire an occupational counselor to develop a work exploration lab.
2. Write a proposal to the Department of Education. The proposal should include: justification and need, description of the project, population to be served, facility needs, staffing requirements, and hardware and software needed for the work exploration lab.
3. Obtain aptitude tests and other diagnostic materials from the Department of Education.
4. Obtain materials on training requirements.
5. Obtain career-related information to supplement program-related materials.

PERSONNEL:

1. Occupational counselor to develop a work exploration lab.
2. Instructors from each vocational program area who will provide input on training skills needed to prepare for various occupational positions.

BUDGET:

1. Testing and diagnostic materials
2. Printed materials on training programs available.
3. Printed materials on career-related information.
4. Audiovisual materials.
5. Funds for field trips and tours of business/industry.

EVALUATION: Compile information on aptitude testing outcomes. Keep records on types of training and career-related questions being asked by students. This will help modify or expand the types of services being offered. Increases in nontraditional enrollments often can be used to determine the extent of effect of this and other strategies.

TITLE: TRAINING WORKSHOPS FOR INSTRUCTORS

OBJECTIVES:

1. To provide instructors with information and materials which will enable them to more effectively train nontraditional and disadvantaged students.

2. To sensitize instructors to the special needs of disadvantaged students and women in nontraditional programs.

DESCRIPTION: Training workshops can be developed to acquaint instructors with the special needs of nontraditional and disadvantaged students. The focus of these workshops will be upon the modification of teacher attitudes and the development of teacher-student relationships. Topics will include the formation of attitudes conducive to supportive relationships, awareness of the special needs of nontraditional and disadvantaged students, and strategies to foster a humanistic, individually-oriented classroom atmosphere.

PROCEDURE:

1. Organize a small committee consisting of instructional designers and educational psychologists.

2. Decide on basic themes to be covered in workshops: personal relationships between students and instructors; development of individualized instruction; open-ended, behavioralized courses; non-punitive grading; various approaches and techniques like videotaping of class sessions for playing back to evaluate teacher techniques and student response; and the like.

3. Compile a list of topics and activities for the workshop.

4. Prepare a line-up of speakers and resource persons; write and personally invite speakers.

5. Finalize and inform faculty of schedule of workshops.

EVALUATION: Compile pre- and post-workshop videotapes of class sessions for various instructors to evaluate teacher techniques and student responses. Survey

students to determine student perceptions of classroom atmosphere, both before and after instructors attend workshops.

TITLE: ADVISORY COMMITTEE FOR CURRICULUM REVIEW

OBJECTIVE: To involve business and industry in curriculum planning activities.

DESCRIPTION: Program curricula should be periodically updated and evaluated in order to determine their overall effectiveness and to insure representation of the disadvantaged and women. In order for training programs to keep up with occupational changes and technological developments, instructional methods, materials, and equipment need to be revised and updated. An advisory committee, consisting of business and industry representatives, can be helpful in providing relevant input into curriculum planning activities. Curriculum planning contributions from practitioners in the field will also enable instructors and administrators to modify training methods and materials in order to better equip students with competencies for a given occupational field.

PROCEDURE:

1. Organize an advisory committee of business and industry representatives from each program area.
2. Assign a coordinator from each program area to contact business/industry personnel and arrange a schedule of meetings.
3. Arrange periodic meetings, i.e., two or three times a year for curriculum updates with faculty and administrators.
4. Have coordinators evaluate input and operationalize suggestions for curriculum changes.

PERSONNEL:

1. Curriculum coordinator from each program area.
2. Committee members representing business/industry.
3. Faculty and administrators from each program area.

BUDGET:

1. Facility space for meetings, if meetings are held outside the school.

2. Materials and printing costs for any printed materials used.

EVALUATION:

The coordinator will evaluate the input from business and industry representtives and determine the extent to which the curriculum should be strengthened and/or modified in order to meet the training and occupatic..al needs of students.

TITLE: MINIMIZING RACE AND SEX BIAS IN THE OCCURRENCE AND EFFECTS OF INSTRUCTIONAL MATERIALS

OBJECTIVE: To counteract the effects of race and sex bias in instructional materials and to develop training materials and instructional guides which are fair to all sexes.

DESCRIPTION: In attempting to provide a humanistic, nonthreatening learning environment for disadvantaged students and those who are nontraditional to a specific program area, it is often necessary to review instructional materials for race and sex bias. Textbooks, filmstrips, and other visual aids should depict persons of both sexes and of different races performing a variety of tasks relevant to the successful completion of program requirements. Workshops can be arranged in which teachers receive training on how to deal with race bias and sex stereotyping in instructional materials. In addition, role models in nontraditional occupational fields can be invited to speak with students. Teachers also can incorporate visits to work sites to interview employees who are in nontraditional positions.

PROCEDURE:

1. Contact the Department of Education's Division of Vocational Education and ask for materials and/or a reading or resource list. The Vocational Education Equity Specialist can provide information on this matter.

2. Purchase race- and sex-fair materials for use in the classroom.

3. Develop supplementary materials showing the opposite sex in an occupational area if specific careers in that area are portrayed as only for one sex.

4. Develop workshops to sensitize teachers to recognize sex stereotyping and race biasing in instructional materials. For example, the Women's Educational Equity Act Publishing Center of the U.S. Department of

Education has published *Checklists for Counteracting Race and Sex Bias in Educational Materials*, which is a useful document for teachers.

5. Invite nontraditional role models to speak with students. Community branches of groups supportive of race and sex equity efforts can be contacted to help locate such people.

6. Plan field trips to places of employment which utilize the skills of nontraditional workers.

PERSONNEL:

1. Vocational Education Equity Specialist from the Department of Education, Division of Vocational Education, to serve as consultant.

2. Occupational counselor(s) to assist in the development of training workshops for teachers.

3. Instructional developers.

BUDGET:

1. Purchase of new materials and textbooks.

2. Training materials for teachers.

3. Transportation costs for field trips.

4. Honoraria for consultant, instructional developers.

EVALUATION: Evaluate existing curriculum materials to determine the extent to which sex and race bias influence the learning of program-related skills.

TITLE: COMPETENCY-BASED INSTRUCTION

OBJECTIVES:

1. To provide sutdents with an individually based, competency skills curriculum which can accommodate individual differences and permit students to learn and proceed at their own pace.

2. To provide teachers with training in developing instructional materials and strategies for competency-based teaching.

DESCRIPTION: The development of a competency-based curriculum format for vocational education programs provides nontraditional and disadvantaged students more opportunities to master the materials and skills necessary for employment. Through the specification of distinct behavioral or performance objectives, students can work at their own pace until the minimum criteria have been achieved. Classes are also structured to allow students the opportunity to enter, proceed, and leave the program at their own speed while still maintaining employability standards. Also, classes are structured so that grading policies and practices are nonpunitive. Students will be graded in relation to predetermined standards for each learning unit and not merely in comparison to other students in the class.

A faculty workshop can be organized for the purpose of developing a list of competencies/skills for every program and some prototype instructional materials.

PROCEDURE:

1. Contact the Department of Education, Division of Vocational Education, for information on competency-based vocational education. Identify possible consultants.

2. Organize a committee to oversee or monitor the development of the competency-based curriculum.

3. Have the committee organize and develop a competency-based curriculum development workshop for the faculty.

4. Develop an instructor's guide for each program based on V-TECS Catalogs and workshop recommendations.

5. Utilize a competency list to improve current instruction and thereby begin a transition to a new program of instruction.

PERSONNEL:

1. Consultant from the Department of Education's Division of Vocational Education.

2. Committee members representing each program area. The committee should include instructors and the curriculum consultant/developer.

3. Workshop personnel.

4. Identify resource persons for the workshop.

5. Decide on schedule.

6. Assemble materials for the workshop.

BUDGET:

1. Printing and materials costs for instructors' workshop guides.

2. Costs of reproducing prototype materials.

3. Costs of field testing, refining materials.

EVALUATION:

Field test instructor's guide and prototype instructional materials with a small sample of teachers and students, respectively. Revise accordingly and phase in materials.

TITLE: FLEXI-CLASS MODULES

OBJECTIVE: To provide women and other disadvantaged students greater access to vocational training programs through flexible class and training lab scheduling.

DESCRIPTION: Many homemakers who want to return to school, or people in dead-end jobs who want to upgrade their skills, are unable to enroll in the vocational training program of their choice because of schedule constraints. If schools can develop a flexible schedule, they can attract a large population of students who otherwise would be unable to obtain or upgrade training skills. Flexi-scheduling allows for family members to alternate in taking on the responsibilities of child care. It also allows for students to be simultaneously employed, receive training and have adequate time to take care of personal business.

Flexi-class scheduling can be achieved through various options. One option is an extended day which includes two full daytime programs and one half-time evening program. Another option is the four day week, which leaves one day free for students to conduct personal business. These options assume the use of compency-based modules with students scheduling classes and training labs as their needs and competencies dictate.

PROCEDURE:

1. Organize a committee including a counselor, two administrators, and an instructor.

2. Determine the viable types of flexi-time schedules which the school could institute.

3. Conduct a poll of students to determine which type of flexi-scheduling would best serve their needs.

4. Ask the school's regular referral agencies to survey potential vocational training enrolees' scheduling preferences.

5. Tabulate the results of the survey.

6. Do a brief write up on the flexi-system plan, its advantages, its impact on faculty load and schedule, and the timetable for pilot testing and implementation. Circulate write up to the administrators and instructors not involved in the planning stage.

7. Design a plan to pilot test particular flexi-system with a group of students.

8. Conduct the pilot test.

9. Make any necessary revisions based on input from the pilot test.

10. Design a plan to phase the flexi-system into the school schedule.

11. Put finalized flexi-system into effect.

PERSONNEL:

1. Administrators, counselor, and instructor to design, pilot, and phase in the flexi-system.

2. Materials, printing of survey forms.

3. Staff costs for flexi-system.

EVALUATION:

First, devise an evaluation form to determine whether the flexi-system addresses current needs of both students and faculty. Revise the system as per input from the evaluations. Second, administrators should carefully tabulate flexi-system maintenance costs and Student FTEs. These figures should be compared to program maintenance costs and student FTEs in preceeding years through a cost-benefit analysis. Determine if the costs of the flexi-system and student FTEs generated warrant continuation of the flexi-system.

TITLE: SIMULATING WORK CONDITIONS

OBJECTIVES:

1. To provide disadvantaged students and women with information and exposure to the structure and operation of a business.

2. To provide students with skills that would help them keep a job.

DESCRIPTION: In order for minority and disadvantaged students to be successfully placed, it is necessary that they understand the structure of business and industry. Knowing how a particular job fits in the total organizational structure will help students to understand that a job consists of more than just doing what one is hired to do, that one is responsible for the equipment one uses, as well as for maintaining one's own work area, and that dealing well with customers on the telephone and in person, writing work orders legibly and correctly calculating charges are important to keep customers coming back.

The shop or laboratory could be set up such that it simulates a real work area. Students could use a time clock to record attendance. Work areas could be set up to represent the different functions to be performed. Tools that are required for a particular task should be kept in the area in which the task is done. Tools should be kept in order and within the appropriate area. Students would be responsible for taking care of the tools and for cleaning the work area. In using the time clock, students would calculate their "work time" and be "paid" according to the time spent in class. By rotating assignments to work areas, students could learn how each job fits into the particular business or industry structure. During some of the class time, discussions could be held describing how such a business/trade would be conducted. Discussions could include topics like relationships with customers, preparing work orders, calculating time to be taken to do a specific job, and taking telephone calls from customers. A teletrainer could be borrowed from the business education department to use for students to role-play the parts of customer and worker. A business or industry person could be invited in to talk to the class about the kinds of things that are done by that business and the importance of each worker within an operation.

PROCEDURE:

1. Arrange the classroom into work areas as they would be arranged in the business/trade setting.
2. Install a time clock and use as an attendance record as well as for calculating time "worked."
3. Assign the students to the work areas on an alternating schedule.
4. Assign one student in each work group to be responsible for the tools for a week, then assign that responsibility to another student.
5. Borrow a teletrainer from the business education department and have students role-play answering customers' requests which would be received by telephone.
6. Invite a representative from a business to talk to students about why his business is set up into separate work areas which are specific to certain tasks to be done and how each task is important to the job being done.

PERSONNEL:

1. Program instructor
2. Invited business representative

BUDGET:

1. Time clock
2. Time cards
3. Job order forms
4. Copying services

EVALUATION:

1. Have students relate their experiences within the work areas and what happens if one person is absent.

2. Contact former students to determine if this procedure was helpful in an on-the-job situation.

TITLE: TOURS AND FIELD TRIPS

OBJECTIVES:

1. To expose students to an actual workplace.

2. To provide students with the opportunity to talk with workers and become informed about how a business/industry is operated.

DESCRIPTION: Students tour local businesses in the community where people are working in jobs which are related to their program areas. This would provide students with the opportunity to see how a business/industry is organized and operated. A highlight of the tour would be the students' opportunity to observe nontraditional employees at work and to confer with them on matters like the particular worker's place within the business/industry and how to adjust to a nontraditional job. Arrangements would be made with the business prior to the students' visit in order to familiarize the employer with the purpose of the visit. The instructor or occupational specialist could arrange a pre-tour visit with representatives of the business/industry to determine the best procedure for conducting the tour.

PROCEDURE:

1. Contact and make arrangements with a local business/industry to set up a schedule for the tour.

2. Discuss with the business/industry representative the purpose of the tour.

3. Request the company to assign tour guides who can explain operations to students.

4. Arrange for transportation for the students.

5. Prepare a work sheet or a list of guide questions for interviewing nontraditional workers to be completed by the students on the organization/operation of a business/industry. The worksheets could be prepared with the help of the students themselves.

6. Prepare an announcement to be sent to the occupational specialist, administrators, and faculty members within the program.

7. Secure necessary permission for the students to participate in the tour and arrange for substitute teachers for students who cannot join tour.

PERSONNEL:

1. Occupational specialist or instructor who will coordinate the activity.

2. Representative of the local business or industry.

3. Volunteer faculty members to assist coordinator during tour.

BUDGET:

1. Transportation for the students.

2. Copying services for duplication of the announcements, permission slips, and work sheets.

EVALUATION:

1. Use the work sheets completed by the students to determine their understanding gained of the organization/operation of a business or industry.

2. Have the students write their impressions of the nontraditional workers they have interviewed.

TITLE: WORK EXPERIENCE

OBJECTIVE: To provide women and disadvantaged students in nontraditional programs actual work experience.

DESCRIPTION: The occupational specialist, guidance counselor, program chairman, or instructor could arrange for students to work in businesses or industry while they are still enrolled in the program. This would provide opportunities for the students to gain valuable experience to prepare them for actual placement and to make contacts with people at a particular business. The occupational specialist, guidance counselor, or instructor would contact area businesses for the purpose of preparing the agreements to place the students.

PROCEDURE:

1. Organize a small committee consisting of a guidance counselor or occupational specialist, an instructor, and a program chairman to design the work experience program.

2. Contact local businesses to identify those which will hire students to work while they are attending school. Explain nature of the work experience program.

3. Prepare a draft written agreement to cover the responsibilities of the employer, the student, and the school personnel.

4. Have legal consultants of the school and the participating business/industry work out the finer points of the agreement.

5. Prepare a checklist of the responsibilities of each party and list the objectives of the work experience program.

6. Before placement, have students fill out application forms to be filed in the occupational specialists' office.

7. Prepare students for interviews.

8. Visit the student on the job on a regular basis and monitor his/her progress by interviewing the student's immediate supervisor.

9. Develop with supervisor or representative of business and industry a form with which to evaluate the student's performance at various points of the program.

PERSONNEL: A committee consisting of an occupational specialist, guidance counselor, program chairman, and representative of local business.

BUDGET:

1. Materials and printing of the various forms, *e.g.*, agreements, application, evaluation.

2. Salary and school personnel.

3. Certificate of appreciation for participating businesses or industries.

EVALUATION:

1. Follow up students' performance through the evaluation of the supervisor. Discuss problem areas with students.

2. Hold an exit interview with the student at the end of the program to determine if the work experience had been beneficial to the student.

Placement Strategies

Placement is an important function of a school which provides vocational education programs, especially to women and disadvantaged students. An individual may be designated to coordinate various placement activities such as: 1) finding or identifying job openings; b) informing students of the organization and structure of businesses and industry; c) assisting students with applications, resumes, and interviews; d) providing supportive counseling on the job once the student has been placed; and, e) maintaining placement records.

Maintaining student placement records will enable the coordinator to know how many students are placed each year; where they are placed, and if the students placed stay with the company. The placement records also provide a means of contacting students and employers for the purpose of follow-up.

The coordinator must enlist the assistance of instructors, counselors, occupational specialists, and administrators in order to adequately perform the myriad placement functions. Placement activities that the coordinator and his "cadre" of assistants could do are in the major areas of a) identifying job openings, b) teaching about the organization and structure of business and industry, and c) teaching employability skills. Strategies which will enhance the probability that women and disadvantaged students will obtain employment after receiving vocational training that are included in these areas are described in detail.

An area of concern to be addressed in this section is that of the preparation of students for the transition from classroom to working environments. It has been suggested that students could make this transition with fewer obstacles and less confusion, if they were equipped with a few basic skills in securing and maintaining employment. In response to this, an outline has been provided to encourage instructors and occupational counselors in the development of job-seeking and employability workshops. Through these workshops, students would receive training in job application procedures, interviewing skills, where to look for job-related information, and the development of on-the-job relationships with employers and co-workers.

To successfully apply and interview for jobs, minority and disadvantaged students should be provided assistance in preparing resumes and completing application forms and in preparing for the actual interview. Information about the companies with which they will be interviewing, about working conditions, pay scales, what interviewers expect from an interview, how an interview is conducted, and how to dress and act during an interview is essential to completing a successful interview.

Employability skills courses focus on skills that are needed in order to get and keep a job. For instance, students should know that

for the worker it is even more crucial to be on time than it is for a student to be in class on time. Being able to work with others, being on the job when you are expected to be, and working overtime if necessary, knowing that the work day is eight hours rather than the five or six hours which school requires, being able to read and follow directions, and maintaining confidentiality are all attributes of a successful employee.

Strategies to provide students with employability skills/information could include: a) practice interviews, b) information interviews, c) critiquing interviews, and d) employability skills handbooks.

TITLE: OBTAINING A COMPUTER LISTING OF AVAILABLE LOCAL JOBS

OBJECTIVE: To provide an up-to-date job listing for interested students.

DESCRIPTION: A weekly computer printout can be obtained from the Job Services Office identifying employment opportunities for students. This list would provide information about available local jobs. By posting this job list on a regular basis, students would be alerted to jobs which are directly related to their programs. Faculty members, occupational specialists, guidance counselors, and administrators would be aware of employment trends and would be better able to provide women, minority, and disadvantaged students with information about career choices.

PROCEDURE:

1. Ask the school's computer department to access the weekly job information data through a "Job Bank Release Agreement" with the local Job Services Office or directly through "Choices." "Choices" is a computerized occupations guidance system provided by the Florida Division of Vocational Education.

2. Post the weekly list on the bulletin board in the Occupational Specialist's office.

3. Send copies of the printouts to program chairmen, the guidance counselors, and administrators so that these people may alert disadvantaged and minority students who are qualified to apply for the jobs listed.

PERSONNEL:

1. Computer Center personnel.

2. Occupational specialist to coordinate the activity.

3. Guidance Counselor

4. Program chairmen

BUDGET:

1. Computer time for obtaining the list, if departments are charged for computer time.

2. Copying services.

EVALUATION:

1. Faculty members could be asked to notify the occupational specialist or guidance counselor when a student is alerted to a specific job opening.

2. Determine how many students follow-up job leads on the list.

TITLE: AN INSTRUCTIONAL MODULE FOR MANAGEMENT AND UNION RELATIONSHIPS

OBJECTIVE: To provide information about unions to minority and disadvantaged students so they will understand the relationship between unions and management.

DESCRIPTION: This instructional module would simulate the interaction between business/industry management and the union. The module would consist of playlets, role playing and games aimed at enabling minority and disadvantaged students to experience what it means to be in a management or union member position, so that they would learn the responsibilities of each group to the other.

PROCEDURE:

1. Choose various positions, e.g., job foreman, equipment supervisor, time keeper, recorder, and supervisor, for purposes of role playing.
2. Each group of students should elect a union steward and form a bargaining unit.
3. Alternate the positions so that each student has the opportunity to be either a worker or a supervisor.
4. Each of the bargaining units could "go on strike" to gain experience in the negotiating process.
5. Invite a union steward or other union representative to talk to the students about how unions work.

PERSONNEL:

1. Course instructor.
2. Invited union representative.

BUDGET: Course materials describing unions

EVALUATION:

1. Administer a pretest to determine if students have an understanding of unions.

2. Administer a posttest to determine the amount of understanding students have acquired about unions after use of the instructional module.

TITLE: WORKING WITH RECRUITERS FROM LOCAL BUSINESSES

OBJECTIVE: To provide on-campus interviews for students.

DESCRIPTION: Opportunities for on-campus interviews could be beneficial to disadvantaged and minority students who must rely on the school's child care services to attend classes and other school functions. Local business and Armed Forces recruiters could be invited to visit the campus on a regular basis for the purpose of interviewing students. Interested students would be informed of the dates these recruiters are to be on campus, and these students would be requested to sign up for interview appointments. Pamphlets describing the businesses or Armed Forces could be made available in order to help the students decide whether they wish to apply to a certain company or to a particular branch of the Armed Forces.

When the recruiters arrive on campus, they could be provided with office space in the occupational specialist's office. They would be given a list of students and a schedule of interviews. The student interviewees should provide the recruiters with a copy of their resumes at the time of the interview.

PROCEDURE:

1. Contact recruiters to arrange an area for interviews.

2. Prepare posters or other announcements of the scheduled visits to campus. Use representations of women and minorities on the posters. The posters should include information asking the students to go to the occupational specialist's office to sign up for intervew slots.

3. Display the posters or announcements in prominent places on the campus.

4. Prepare a communication to faculty members, guidance counselors, and administrators announcing the scheduled visit.

5. Oversee the interview area.

6. Be available to provide whatever assistance the recruiters may need to do their jobs and insure that the students are there at the scheduled time.

PERSONNEL:

1. A coordinator for the activity.
2. Faculty volunteers to oversee the interviews.

BUDGET:

1. Poster board, marking pens, and pictures.
2. Coordinator's salary.

EVALUATION:

1. Meet recruiters in follow-up meetings to determine ways by which students can be better prepared for the interview sessions.
2. Contact interviewed students to get suggestions on improving or changing the procedure, and feedback on how helpful the on-campus interview sessions were.

TITLE: EMPLOYABILITY SKILLS HANDBOOK

OBJECTIVE: To develop an employability skills handbook which would provide minority and disadvantaged students with information on the process of applying and interviewing for a job.

DESCRIPTION: The occupational placement specialist along with the guidance counselor and instructors could develop an employability skills handbook for minority and disadvantaged students. The handbook could include a question-answer format on topics covering the application/interview process. Suggestions as to information which students should know about themselves such as previous work and school records could also be included. The handbook could also alert the students to the fact that there are some questions which an interviewer will not ask directly, but for which answers are being sought during the interview.

Other topics which may be included in the handbook are: places to look for job leads, preparing for the interview, what to expect of the interview, an example of the kinds of questions that will be asked, what to do after the interview is completed, and some reasons why newly hired workers sometimes lose their jobs.

PROCEDURE:

1. Organize a committee composed of the occupational specialist, the guidance counselor, and program instructors for the purpose of preparing an employability skills handbook.
2. Have committee members suggest possible sources of material to be included in the handbook.
3. Prepare an outline of the handbook.
4. Assign sections of the handbook to committee members.
5. Coordinate and layout the materials.
6. Have someone from the art department make illustrations and design the cover of the handbook.

PERSONNEL: Committee members including an occupational specialist, guidance counselor, program instructors, and administrators.

BUDGET:

1. Typing materials
2. Duplicating costs

EVALUATION:

1. A consultant could be asked to review the handbook and make suggestions for improvement.
2. A tracer study of graduates could include a question on whether the handbook had been helpful in landing a job.

TITLE: AN INSTRUCTIONAL MODULE ON PREPARING APPLICATION FORMS

OBJECTIVE: To assist students with limited English proficiency to become confident about preparing application forms.

DESCRIPTION: The occupational specialist and an instructor could work together on an instructional module to help students with limited English proficiency to acquire experience in completing application forms correctly. These students can be helped to read and follow the directions on an application form as well. Understanding instructions and questions on application forms is important to the appropriate completion of application forms. Without this understanding, a student may not be considered for an interview.

PROCEDURE:

1. Acquire application forms from local businesses.
2. Duplicate copies for each class member or prepare transparencies of model application forms which can be used with an overhead projector.
3. Have students pick out words which they do not understand.
4. Provide 3" x 5" cards for the students to write these words on.
5. Have the students write the definition of the words on the reverse side of the card.
6. Use the cards as flashcards to help the students in understanding the words.
7. Have the students identify these words on the application forms by circling the words.
8. Place each word on a slip of paper and place in a box.
9. Have a student draw out one of the words and pantomime it for the class.
10. Class members would respond by attempting to identify the word that is being pantomimed.

11. Have class members fill out an actual application form.

PERSONNEL:

1. Program instructor
2. Occupational specialist
3. Guidance counselor

BUDGET:

1. Copying costs.
2. A supply of 3" x 5" cards.

EVALUATION:

1. A multiple choice test could be devised which would measure the students' understanding of difficult words found on application forms.
2. Students can be tested on their ability to complete an application form correctly.

TITLE: PROVIDING STUDENTS WITH INTERVIEW SKILLS

OBJECTIVE: To provide students with detailed information about the interview process.

DESCRIPTION: A classroom instructor, guidance counselor, or occupational specialist could help disadvantaged students and women to better prepare for interviews by detailing the interview process. A session or series of sessions could cover the steps from answering an advertisement to completing the interview session and becoming an employee. Resources for this activity could include printed materials, former students who are now working, and representatives of business and industry.

PROCEDURE:

1. Devise a step-by-step plan for discussing the interview process, that is from the time one responds to an advertisement to the time the student is hired.

2. Devote portions of class time to discuss each step. On the day that appropriate clothing is discussed, one student could demonstrate what is appropriate for the interview, and another could dress sloppily. Discussion on why it is important to appear neatly dressed for an interview could follow.

3. Students could role-play the parts of the interviewer and the interviewee.

4. The instructor could lead a discussion about the application form and questions which an interviewer may ask which are related to that form.

5. A former student may be invited to class to discuss the interview process.

6. A representative of a local business or industry could be invited to a class session to discuss what is expected of a person being interviewed.

7. A class session could be devoted to discussing the types of questions a would-be employee could ask of the interviewer.

PERSONNEL:

1. Program instructor, occupational specialist, or guidance counselor to conduct the "interview" classes.
2. Former student.
3. Representative of a business or industry.

BUDGET: Printed materials detailing the interview process.

EVALUATION: A multiple-choice or true-false test could be devised which would measure the students' understanding of the interview process gained through the use of the activity.

TITLE: PRACTICE INTERVIEWS

OBJECTIVE: To provide students with a realistic interview experience so that they will know what to expect when they actually interview for a job.

DESCRIPTION: Practice interviews conducted in a business/industry setting would be more realistic than practice interviews which are conducted in a classroom setting. The personnel officer of a company which is not currently hiring could be approached to conduct the mock interview. The entire process could include going over the application form which the student has completed and the interview. Class discussions about application forms and the interview session would help prepare the students for interviews. This would give minority and disadvantaged students confidence in their ability to complete the interview process.

PROCEDURE:

1. Contact companies for the purpose of determining the possibility of scheduling mock interviews for students.
2. Acquire application forms for the students to complete.
3. Hold class discussions on the filling out of application forms including appropriate information to be given.
4. Hold class discussions on what to expect from the interview, including the types of questions that may be asked, appropriate clothese to wear, etc.
5. Discuss interviewer comments with students.
6. Type on a note card "personalized" pointers or a set of DO's and DON'Ts for the student to remember on his/her actual interview. The pointers should include interviewer and instructor comments. The pointers, however, should be worded positively.

PERSONNEL: Occupational specialist or guidance counselor to conduct the employability skills courses and contact local companies; local company representative, preferably a personnel officer.

BUDGET:

1. Duplication of application forms.
2. Transportation to offices for students.
3. Certificates of appreciation for participating companies.

EVALUATION:

1. After the interview, hold class discussions on the students' impression of the interview, what went right and what went wrong.
2. Design a checklist/evaluation for the interviewer to complete for every student interviewed and discuss interviewer comments with the students.

TITLE: CRITIQUING INTERVIEWS

OBJECTIVE: To train minority and disadvantaged students to respond appropriately to interview questions.

DESCRIPTION: Simulate and record interviews for students to listen to and then critique. By hearing both good and bad interviews, minority and disadvantaged students would be helped to gain an understanding of appropriate responses to interview questions and learn why some of those applicants are rejected.

PROCEDURE:

1. Develop interview situations and scripts.
2. Record interviews.
3. Develop multiple choice tests or other appropriate evaluation materials.
4. Have the students listen to these recorded job interviews for the purpose of critiquing them.
5. Have students determine the proper responses to the questions.
6. Explain why some answers are appropriate/inappropriate.
7. Have the students role-play interviews, exchanging roles between the person being interviewed and the person conducting the interview.

PERSONNEL: Program instructor, occupational specialist, or guidance counselor to develop scripts and evaluation materials.

BUDGET:

1. Tape recorder.
2. Tapes.

EVALUATION: Students could be given written interview situations where they indicate the appropriate response.

TITLE: INTERVIEWS WITH ROLE MODELS

OBJECTIVE: To provide nontraditional and disadvantaged students with an opportunity to interact with role models in the work place.

DESCRIPTION: The adjustment of students to training programs which are nontraditional for their sex or cultural group membership may be facilitated by an exposure to interaction with nontraditionals in the work force. The meetings with nontraditional workers could be a way of providing minority and disadvantaged students with some understanding of the jobs available within a company, how to adjust to training, and later to the work force itself. Interviews would be conducted with persons who are doing the type of work for which the student is currently being trained. The students could then be asked to discuss their experiences in a class meeting.

PROCEDURE:

1. Have the occupational specialist or instructor identify contact persons in local businesses. Explain the purpose of the program. Secure the necessary permits.
2. Have students make appointments for the interview.
3. Schedule a class period to discuss the types of questions that the students would ask during the interview.
4. After the interviews, students could discuss their experiences in class.

PERSONNEL:

1. Program instructor or occupational specialist.
2. Contact persons of local businesses.

EVALUATION: Have the students write a brief essay on what they learned from the activity.

Follow-up Strategies

Introduction

The main purpose of follow-up is to determine whether the vocational program offerings are meeting the needs of students and of the employers. Placement alone does not give a sufficient measure of success. Regular contact with disadvantaged students and women who have been placed in nontraditional jobs can lead to identification of role models, job leads, improvements needed in the vocational program and may result in better job retention. Contact with employers regarding new-hire performance leads to better job retention, the identification of possible speakers, resource persons, consultants, etc. Overall, follow-up activities build a reservoir of good will for the program. Follow-up also assures graduates that the school's interest in them does not end with their completion of their vocational training but extends to seeing to it that they are well-placed.

In order to facilitate student follow-up, it would be helpful to have student information available in a central location. The follow-up process itself should be carried out in a systematic manner using a student information records system. Procedures which would aid in student follow-up include establishing a student information records system and collection of data through follow-up surveys and questionnaires.

TITLE: SENIOR EXIT SURVEY

OBJECTIVE: To gain information about the students' perceptions of the training they received and of their future plans.

DESCRIPTION: Prior to graduation, an exit survey is administered to graduating students to determine their future plans and to gain their perceptions of the training they received and services provided by school personnel. The purposes of this exit survey are similar to follow-up surveys done after placement in a job or school for further training. The students would be asked to rate the academic portion of their training as well as the vocational training. The students could also be asked to rate other services which they received, such as library resources, career planning and information, counseling, help in selecting courses, and planning and selecting further training. There could also be additional space provided for identifying other beneficial services and suggestions for improving the school. Analysis of these evaluations should be done separately for traditional and nontraditional students to determine whether the needs of these groups are being met.

PROCEDURE:

1. Organize a committee including the occupational specialist, a guidance counselor, an instructor, and an administrator to develop the survey.
2. Prepare an exit survey.
3. Administer the exit survey.
4. Tabulate the survey responses.
5. Write a report based on the results of the survey responses.
6. Circulate the report to school staff members.

PERSONNEL:

1. A committee composed of an occupational specialist, guidance counselor, an instructor, and an administrator.
2. Student aide to tabulate responses.

BUDGET:

1. Staff time to prepare the survey instrument.
2. Secretarial assistance in typing the survey.
3. Duplicating services.
4. Student aide salary.

EVALUATION:

1. From results of survey, formulate recommendations for program or service improvement.
2. Provide relevant decision-makers with copies of report.

TITLE: STUDENT INFORMATION RECORDS SYSTEM

OBJECTIVE: To maintain records on program completers to facilitate follow-up activities.

DESCRIPTION: The occupational placement office could maintain follow-up, along with student academic achievement, job placement, and job retention records. In this way, all records are kept in one place which is centrally located and provides easy access to information about program completers. Individual files could be kept on all completers and could contain both academic and personal information, home and employment addresses and phone numbers, brief job or occupational description, etc. These files could be used as a source of mailing addresses for sending the follow-up questionnaires and as a record of those returning follow-up questionnaires.

PROCEDURE:

1. Establish and maintain an information card file system of program completers in each vocational program.
2. Record personal, academic and placement information on the cards.
3. Assign one person to maintain the file.
4. Ask program completers to keep you informed about any changes of address or changes in employment data.
5. Use this file as an address file for the purpose of mailing follow-up questionnaires.
6. Record receipt of follow-up questionnaires on the students' cards.
7. Use the card file as a quick tally of how many completers are placed and where they are placed.

PERSONNEL: Occupational placement personnel (it is probably better for one, or at the most, two, people to maintain these files).

BUDGET:

1. 3" x 5" or 4" x 6" file cards.
2. File card boxes or files.

TITLE: COLLECTION OF DATA THROUGH FOLLOW-UP QUESTIONNAIRES/SURVEYS

OBJECTIVE: To determine if completers who are currently employed are holding jobs that are related to the vocational education which they received, or if they are furthering their education.

DESCRIPTION: Surveys/questionnaires are sent to students who have graduated and who have been placed in jobs or chosen to further their education. The intent of the survey is to determine if students who are currently employed are holding jobs which are related to the vocational education which they received, or if they are in advanced training programs. It is also intended to determine if the training the students received is relevant to the job they are in or to the training they are currently receiving. The results of the survey are used to evaluate some aspects of the training programs and also in developing specific recommendations to improve certain areas. The State of Florida also uses follow-up data for the identification of any patterns indicating problem areas that require corrective action.

PROCEDURE:

1. Design survey/questionnaire to elicit information needed. Include items which would allow an analysis of work/career trends of women and disadvantaged completers.

2. Mail the survey/questionnaire to all students who have completed vocational education programs.

3. Follow-up non-respondents.

4. Tabulate the results of the responses to the surveys/questionnaires.

5. Analyze the responses received.

6. Prepare a report based on the result of the responses to the questionnaires and circulate to program planners and decision-makers.

PERSONNEL:

1. A committee composed of an occupational specialist, a program instructor, and an administrator of vocational education program to determine overall questionnaire design.
2. Consultant for instrumentation.
3. Clerk-typist.
4. Student aide to tabulate responses.

BUDGET:

1. Secretarial assistance to type the questionnaire, reports, etc.
2. Costs of materials and printing of the survey/questionnaire.
3. Student aide to take care of the mail-out procedure and tabulation of results.
4. Postage for mailing the questionnaire and return postage for the return of the questionnaire.
5. Analysis of the data and preparation of a report of the results--computer time, if volume warrants.
6. Printing of the report.

EVALUATION:

1. Feed back results of survey to programs, departments concerned.
2. Determine response rate.

TITLE: SUPPORTIVE COUNSELING AFTER PLACEMENT ON THE JOB

OBJECTIVE: To provide supportive counseling to completers after they have been placed to aid in any on-the-job problems.

DESCRIPTION: Supportive counseling after placement would help women and disadvantaged students to remain in their jobs and become stable employees. Problems which might be addressed could include the attitude toward work, the type of assistance that would help them in making the transition from school to work, on-the-job problems such as supervisor-employee relations, etc. A problem may be referred to the counselor by either the employee or the employer.

PROCEDURE:

1. After placement, maintain contact with former women, minority, and disadvantaged students to assist them in remaining on the job.

2. Establish and maintain contact with employers of women, minority, and disadvantaged former students. Explain the nature and objectives of the supportive counseling service offered by the school. This procedure is important, for unless employers recognize the value of the service, counseling after placement may be looked upon as interference.

3. Inform students about the availability of the supportive counseling service.

PERSONNEL: Occupational specialist and/or guidance counselor to provide service.

BUDGET:

1. Travel for visiting former students and their employers.

2. Salaries/honoraria for counselors.

EVALUATION: Determine how many of the former students who have used the service have been helped. This can be done through evaluation questionnaires and follow-up interviews with former students and their supervisors.

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